DOCUMENT RESUME

ED 048 080	24	SO 000 858

TITLE	Project Essay. Teacher's Resource Guide for the Nature of Man and His Conflicts. Grade 7.
INSTITUTION	Dearborn Public Schools, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-9-E-109
PUB DATE	Dec 70
GRANT	OEG-5-9-325109-0065
NOTE	173p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	Affective Objectives, Behavioral Objectives, Citizenship, Cognitive Objectives, *Curriculum Guides, *Ethical Instruction, Grade 7, *Human Relations Programs, *Inductive Methods, Inquiry Training, Multimedia Instruction, Secondary Grades, Self Actualization, Social Problems, *Social Studies Units, Values
IDENTIFIERS	*Project Essay

ABSTRACT

This course is designed to focus on the individual and the kinds of conflicts with which he is confronted. The individual will develop an understanding of his physical self and of the nature and qualities of appropriate human behavior in a social context. He will understand that each individual, because of his unique biological, psychological, and sociological configuration, conceives ideas differently because he perceives his environment differently. An inductive method of studying man throughout time and around the world is employed. The skill objectives include: 1) skill in locating, appraising, and interpreting data concerning social problems; 2) ability to organize data obtained through research, listening, and observing; 3) ability to express himself orally, in writing, and graphically; 4) ability to participate effectively in groups; and, 5) ability to use critical and reflective thinking in problem solving. The attitudinal objectives are: 1) respect for the worth and dignity of every individual; 2) social and civic responsibility; and, 3) respect for law and legal process. Guides for each of four units contain: an outline of content and purpose, cognitive and affective objectives, suggested learning activities, a bibliography of multimedia materials, and a student bibliography. SO 000 859 describes the project that developed this guide. (SBE)

ED048080

ESSAY

The Nature of the Individual And His Conflicts

CURRICULUM GUIDE

1835

Division of Instruction
Dearborn Public Schools
Dearborn, Michigan

ED048080

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PROJECT ESSAY

ENCOURAGE SELF-UNDERSTANDING AND SELF-DIRECTION IN ADOLESCENT YOUTH

TEACHER'S RESOURCE GUIDE FOR THE NATURE OF MAN AND HIS CONFLICTS

GRADE SEVEN

5ɸ 000 858

United States Office of Education
Grant Number: OEG-5-9-325109-0065
Project Number: 9-E-109

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4824 Lois Avenue
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This Edition of the Guide
was prepared in cooperation
with the Dearborn
Public Schools

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Dearborn Public Schools
Dearborn, Michigan
December, 1970

TEACHER'S RESOURCE GUIDE

Prepared for
Grade Seven Social Studies
By
Project ESSAY Workshop Group

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PREFACE

This resource guide represents, partially, the results of approximately four years work by a group of Dearborn junior high school social studies teachers, librarians, and members of the Dearborn Public School's Division of Instruction staff. The project was begun by a small group of teachers from three of the school system's nine junior high schools. Their objective was to devise a different kind of social studies program for their seventh and eighth grade students. The programs' content and the activities to be engaged in by the students would be based upon the needs and interests of young adolescents in today's society.

For more than a year the group worked diligently, outlining the program, spelling out the program objectives, and planning learning activities. The latter they tried out in their classes. Although granted some released time and some summer workshop time for their work, they were handicapped by limited group membership and the difficulty of obtaining learning materials suited both to the abilities of the students and to the Project goals. In an effort to obtain some additional help, an application was made to the United States Office of Education for a "mini-grant".

In June, 1969, a grant was approved in the Small Research Program of the Office of Education. With the help of this grant and with increased support from the Division of Instruction, Dearborn Public Schools, the work of the group was accelerated. The number of participating members was increased and additional funds were provided to obtain needed learning materials. The number of released time and summer workshop group sessions were increased substantially.

With this encouragement it was possible to develop and use this seventh grade course on an action-research basis during the school year 1969-70. This resource guide is an expanded and revised version of the work copy used at that time.

The Project group also developed a work copy of the resource guide for the eighth grade course, "The Nature of the Individual and His Roles In Society". It is being used on an action-research basis during this 1970-71 school year. Based upon this experience a revised and expanded version of the guide will be published following the close of school in June, 1971.

GRADE SEVEN
THE NATURE OF THE INDIVIDUAL AND HIS CONFLICTS

FOREWORD

This is the first of a two year sequence of social studies courses for the junior high school. The development of the program and the teacher's resource guides for it was largely the work of a group of Dearborn junior high school social studies teachers. The Project was jointly sponsored by the Office of Education, United States Department of Health, Education, and Welfare and the Division of Instruction, Dearborn Public Schools. A teacher's resource guide for the eighth grade course, "The Nature of the Individual and His Roles in Society," is a separate publication.

This Resource Guide consists of:
- An INTRODUCTION TO THE COURSE AND THE COURSE OBJECTIVES
- An INTRODUCTION TO OURSELVES
- Unit I - MAN'S PLACE IN HIS GROUP
- Unit II - THE ORIGIN AND PHYSICAL DEVELOPMENT OF MAN
- Unit III - MAN AND HIS CONFLICTS

The last part of each unit consists of a STUDENT BIBLIOGRAPHY. This should be reproduced and distributed to the students as the unit is studied.

Before beginning the course the teacher should read carefully the "Introduction to the Course" and the "Course Objectives". This will acquaint him with the general nature of the course content; with the kinds of behavioral changes that the student should experience; and what should be expected of the student who achieves the desired change in behavior.

The "Introduction to Ourselves" is suggested as a way of introducing the members of the class to one another. This is desirable since the usual seventh grade class is composed of students who have previously attended a number of different elementary schools and so are not acquainted with one another. It will also serve to alert the group to the nature of the studies to be carried on during the year.

While the units "Man's Place in His Group" and "The Origin and Physical Development of Man" are numbered respectively I and II, they do not necessarily need to be studied in this sequence. Both are designed to develop the basic understanding of man the social being. In Unit I the emphasis is upon the psychological and sociological aspects of man while in Unit II it is upon the physiological. The two units reinforce each other and so, depending upon class interest and the availability of materials, Unit II could be studied first and Unit I second. Unit III should always be the culminating unit.

Before beginning the study of the units the teacher should exercise his judgement of determining how much time should be allotted to each. While each unit has a number of suggested initiatory, developmental, and culminating activities numbered sequentially, and which, in most cases, should probably be used in sequence, the teacher should use his own judgement in determining the sequence to be followed and the number of activities to be used.

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GRADE SEVEN
THE NATURE OF THE INDIVIDUAL AND HIS CONFLICTS

INTRODUCTION TO COURSE

In grade seven, this course is designed to focus on the individual and the kinds of conflicts with which he is confronted. The individual will develop an understanding of his physical self and of the nature and qualities of appropriate human behavior in a social context. He will understand that each individual, because of his unique biological - psychological - sociological configuration conceives ideas differently because he perceives his environment differently. At the same time he will understand that such perceptual differences are a major cause of conflicts and that the resolution of these conflicts must be accommodated by means acceptable to the dynamic society of which he is a part.

An inductive method of studying man and his conflicts from the immediate to the remote through time and around the world will be employed.

COURSE OBJECTIVES

UNDERSTANDINGS

1. UNDERSTAND THE NATURE OF SELF AND ONE'S INTERACTION WITH OTHERS.

   The student who has this understanding can:

   1.1 explain the basic physiological characteristics of man;
   1.2 explain the basic psychological characteristics of man;
   1.3 discuss the uniqueness of man;
   1.4 explain the concept of "race";
   1.5 explain the conflicts which exist in man.

2. UNDERSTAND THE NATURE OF GROUP LIVING.

   The student who has this understanding can:

   2.1 explain the basic needs of man (survival, security, growth, recognition, response);
   2.2 explain the need for group living;
   2.3 discuss the uniqueness of groups;
   2.4 discuss the conflicts which derive from group living.

3. UNDERSTAND THE ORIGIN, EXPRESSION, AND RESOLUTION OF CONFLICT.

The student who has this understanding can:

3.1 explain the origins of conflict;
3.2 discuss the expressions of conflict;
3.3 cite examples of the resolutions of conflict.

4. UNDERSTAND THE NATURE OF REFLECTIVE AND CRITICAL THINKING IN THE AREA OF PERSONAL AND SOCIAL PROBLEMS.

The student who has this understanding can:

4.1 explain and discuss the process of critical thinking in its application of the solution of personal and social problems;
4.2 discuss the difficulty of using this process in the solution of personal and social problems.

SKILLS OR ABILITIES

1. SKILL IN LOCATING, APPRAISING, AND INTERPRETING DATA CONCERNING MAN AND SOCIAL PROBLEMS.

The student who has this ability can:

1.1 use the bibliographical resources of the library to locate sources of information;
1.2 extract desired information from standard reference works using tables of contents, glossaries, and indexes;
1.3 read and interpret graphic presentations in the form of maps, graphs, charts, and pictures:
1.4 distinguish between fact and fiction, fact and opinion;
1.5 compare information from diverse sources and select that which is more acceptable.

2. ABILITY TO ORGANIZE DATA OBTAINED THROUGH RESEARCH, LISTENING, AND OBSERVING.

The student who has this ability can:

2.1 take notes on material read, record source by author, title, page;
2.2 make simple outlines of material read, using correct outline form;
2.3 prepare a bibliography and glossary;
2.4 listen attentively and take notes on pertinent details.

3. ABILITY TO EXPRESS HIMSELF ORALLY, IN WRITING, AND GRAPHICALLY.

The student who has this ability can:

3.1 write with clarity and exactness using standard English;
3.2 speak with accuracy and poise, use notes in oral reports, and speak in sentences;
3.3 prepare or select suitable graphic materials to support or clarify an oral or written presentation.

4. ABILITY TO PARTICIPATE EFFECTIVELY IN GROUPS.

The student who has this ability can:

4.1 use democratic procedures in planning and working;
4.2 accept the role of leader or follower as the situation requires;
4.3 work independently when necessary in support of group goals;
4.4 use the rules of parliamentary procedure when needed.

5. ABILITY TO USE CRITICAL AND REFLECTIVE THINKING IN PROBLEMS INVOLVING SOCIAL ISSUES.

The student who has this ability can:

5.1 recognize and state the problem or issue under consideration;
5.2 plan the procedure to be followed in attacking the problem or issue;
5.3 locate, gather, evaluate, and organize pertinent information;
5.4 summarize and draw tentative conclusions based on evidence;
5.5 recognize the necessity for changing conclusions reached when new evidence warrants.

ATTITUDES

1. ATTITUDE OF RESPECT FOR THE WORTH AND DIGNITY OF EVERY INDIVIDUAL AS A HUMAN BEING.

The student who has this attitude will:

1.1 be courteous, considering the opinions of others even when in disagreement;
1.2 display empathy toward others;
1.3 evaluate human achievement on criteria other than merely materialistic or competitive success;
1.4 refrain from using epithets and other derogatory terms in referring to other races and people.

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2. ATTITUDE OF SOCIAL AND CIVIC RESPONSIBILITY.

The student who has this attitude will:

2.1 assume responsibility for his conduct in and around the school with a minimum of supervision;
2.2 voluntarily participate in non-curricular school activities;
2.3 contribute his services to projects for the betterment of his school and community.

3. ATTITUDE OF RESPECT FOR LAW AND LEGAL PROCESS.

The student who has this attitude will:

3.1 obey school laws and rules, using democratic procedures when change seems desirable, and encouraging others to do the same;
3.2 recognize the differing concepts of authority and legal process.

INTRODUCTION TO OURSELVES

INTRODUCTION TO OURSELVES

PURPOSE

This course should begin with an examination of the ethnology of the class through a series of activities designed to introduce the members to one another. These activities will also help to develop the understanding that human beings have some basic similarities as well as many individual differences. They will also serve to alert the group to the nature of the studies they will be engaged in during the year.

INITIATORY ACTIVITY

Who Am I:

1. After calling role, the teacher should introduce himself and explain the basic materials required for the course.

2. Allow each student 5 minutes to interview a classmate seated beside him. Have him look for the following information:

    2.1 Names - first and last
    2.2 Last school attended
    2.3 Interests and activities
    2.4 Nicknames
    2.5 Number of brothers and sisters
    2.6 Travels
    2.7 Anything interesting about his family or himself

    Have the students understand before they begin their interviews that they will be asked to introduce the person whom they have interviewed to the class.

3. Have each student stand and introduce to the class the person whom he has interviewed. He should tell the class the things which he found out about that person as a part of the introduction.

    Have the students understand before the introductions begin that they will be asked to remember and name as many of their classmates as possible.

4. Select a student and have him name as many people as he can. When a student's name is missed, have his name reconfirmed. Once a student has named as many as he can, select another student to do the same thing. This activity should be repeated each day for a few days until the students know all names.

5. Have each student place on the board his preferred first name and his last name for the purpose of a class spelling list.

DEVELOPMENTAL ACTIVITIES

1. Class discussion - the purpose of which is to lay the groundwork for understanding ethnology, nationality, and race, by examining the physical traits and national origins of the members of the class.

   1.1 Questions for stimulating discussion:

      1.11 Are all people in this room the same?
      1.12 What are some of the similarities? (Look for such things as sex, race, general colorations, and physical shapes and organs of the body.)
      1.13 What are some of the differences? (Look for such things as size, shape, mentalities, interests, fingerprints, hair texture, etc.)
      1.14 Can you account for these differences? (In all probability the students cannot answer this question. For this reason, it should be left open with the understanding that one of the purposes of this course is to explore answers to this question.)

   1.2 Conclude the discussion with an explanation that the purpose of the course is to study physical man in order to better understand how and why we have many similarities, yet each of us is unique.

   (Elicit from the class meanings of unique differences and similarities.)

2. Assign a bulletin board map showing locations of the nationality backgrounds of the students in the class. Have each student research his own nationality background. Also, have him find the national origin of his family name (patrilineal).

3. Conduct a class census in order to find out how many people have: blue eyes, blond hair, black hair, etc.

3.1 Review the similarities and differences of class members.

3.2 Raise the question: Does this class represent a fair cross section of all people throughout the world? (Illustrate meaning of cross section, using the United Nations as an example.)

4. For the purpose of identifying both social and physical differences among people throughout the world, have the students read pp. 1-3 in Accepting the Selves of Others by Leonard S. Kenworthy.[1]

4.1 From the article have the students make a list of the 6 major reasons given as to why we (the class) are not representative of a cross section of the world's population.

4.2 Assign a bar graph to show comparative populations of the United States and the rest of the world.

4.3 Have each student make a world map showing the placement and extent of the primary racial groups in the world.

4.4 Elicit from the class the main idea that Mr. Kenworthy is trying to develop in the section dealing with race. ("Most of us in the United States are going to have to learn to live as a white minority in a nonwhite world.")

4.5 Based upon the preceding discussion, have each student individually title and caption his own map.

4.6 Discuss the remainder of the article highlighting the ideas we need to understand which are brought out in each of the 6 headings.

i.e., urbanization versus village life
poverty versus affluence
Christian versus Non-Christian
capitalism versus socialism

Warning! The nature of any one of these subjects could allow the purpose of the activity to become lost if dealt with too extensively at this time.

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1 - Childhood Education reprint. World Affairs Materials, Brooklyn College, Brooklyn, New York 11210

CULMINATING ACTIVITY

Summarize for the class the following:

We have now established that people are different in many ways, both physically and socially. We have also found that there are some similarities. The purpose, from this point on, is to examine in some depth the reasons for man's physical similarities and differences and his capabilities which make him superior to other forms of animal life.

Reading for Teachers:

INTRODUCING CHILDREN TO THE WORLD IN ELEMENTARY AND JUNIOR HIGH SCHOOLS

Kenworthy, L. S. - Harper and Row. Evanston, Illinois, 1956

Chapters: 8 - Interdependent World
9 - Many Countries and Cultures
10 - World of Poverty and Plenty
11 - Many forms of Government
12 - Religion and Value System
13 - World of Conflict and Cooperation

UNIT ONE

MAN'S PLACE IN HIS GROUP

UNIT I - MAN'S PLACE IN HIS GROUP

UNIT PURPOSE

This unit seeks to make each individual aware that man is a social being who seeks a place in his group. It will help him understand the nature of his emotions, attitudes, and abilities. It is important that he knows how these factors affect his relations in the group and the ways in which he learns. These understandings are essential to the final unit on conflict and to the achievement of the course objectives.

UNIT OBJECTIVES

UNDERSTANDINGS

1. THE NATURE OF THE FACTORS WHICH AFFECT THE WAY THE INDIVIDUAL RELATES TO HIS GROUP.

The student who has this understanding can:

1.1 explain the ways in which an individual's attitude determines his role in his group.
1.2 discuss emotions and the importance of their effect on the individual in group living.
1.3 discuss the importance of communication in relating effectively to others.

2. THE WAYS IN WHICH AN INDIVIDUAL LEARNS ABOUT HIMSELF AND OTHERS.

The student who has this understanding can:

2.1 discuss the nature of the learning process.
2.2 illustrate the influence of emotions, attitudes, and abilities upon the individual's reactions to stimuli and upon his perception of it.
2.3 explain the reasons why individuals differ in their development of concepts and interpretation in reaction to stimuli, i.e., different values, beliefs, interests, knowledge, experiences.

ABILITIES

1. TO LOCATE AND USE SOURCES OF INFORMATION ABOUT HUMAN BEHAVIOR AND GROUP PROCESSES.

The student who has this ability can:

1.1 use the library card catalogue, the Reader's Guide, bibliographies and similar aids in locating sources of information.
1.2 use such basic sources of information as almanacs, atlases, and encyclopedias.
1.3 use the table of contents, glossary, and index of reference works.

2. TO USE CRITICAL AND REFLECTIVE THINKING IN THE AREA OF PERSONAL AND GROUP RELATIONS.

   The student who has this ability can:

   2.1 recognize and state a problem existing in personal and group relations.
   2.2 analyze the factors which cause the problem to exist in personal and group relations.
   2.3 present a solution, or alternate solutions, to such problems.

3. TO PARTICIPATE EFFECTIVELY IN GROUP SITUATIONS.

   The student who has this ability can:

   3.1 use democratic procedures when planning and working in group situations.
   3.2 assume responsibility as a group member for his share in the attainment of the group goals.
   3.3 in group discussions, formal or informal, follow the rule of order or of politeness indicated by the nature of the discussion.

4. PREPARE WELL ORGANIZED ORAL OR WRITTEN PRESENTATIONS.

   The student who has this ability can:

   4.1 prepare an outline of the presentation he plans to make based on the materials he has collected and evaluated.
   4.2 select and use graphic materials and statistics when needed to clarify his presentation.
   4.3 use standard English in making his presentation.
   4.4 base his conclusions on evidence.

ATTITUDES

1. OF WILLINGNESS TO ANALYZE HIS PERSONAL CHARACTERISTICS AND MODIFY THOSE WHICH ADVERSELY AFFECT HIS RELATIONS WITH THE GROUP.

   The student who has this attitude will:

   1.1 recognize that his personal attitudes toward himself and others influences his role in a group.
   1.2 recognize emotional behavior as a factor in determining his personality.
   1.3 recognize the importance of communication in his relationships with others.
   1.4 display empathy toward others.

2. OF WILLINGNESS TO EXPLORE THE WAYS MAN LEARNS.

The student who has this attitude will:

2.1 recognize that learning is a total life experience.
2.2 examine his own learning habits and attempt to modify them.
2.3 respect the value of learning in his life.
2.4 accept learning as an important factor in the development of his personality and the motivation of his behavior.

3. OF RESPECT FOR THE WORTH AND DIGNITY OF EVERY INDIVIDUAL AS A HUMAN BEING.

The student who has this attitude will:

3.1 accept differences in others arising out of racial backgrounds without labeling them inferior or backward.
3.2 be courteous in his relations with his peers, particularly during discussions.
3.3 refrain from using epithets and other derogatory terms in referring to other races and people.

MAN'S PLACE IN HIS GROUP

UNIT OUTLINE

I. Ways To Get Along

- A. Attitudes
    1. Toward himself
    2. Toward others
    3. Behavioral attitudes
        - a. Verbal Expressions
        - b. Physical Expressions
- B. Emotions
    1. Most Common Types
        - a. Fear
        - b. Hate
        - c. Love (affection)
        - d. Anxiety
        - e. Jealousy
    2. Role
        - a. Personality
        - b. Physiological responses
        - c. Varying Responses from society to society
        - d. Acceptable ways to deal with emotions in each society.
- C. Communication
    1. Language
    2. Common background

II. Ways to Learn

- A. Controversial theories
    1. Instinct
    2. Inheritance
    3. Conditioning
    4. Experience
- B. One Theory of Learning
    1. Sensation or experience (Stimulation as received)
        - a. Sight
        - b. Hearing
        - c. Taste
        - d. Touch
        - e. Smell
    2. Perception - greatest area of difficulty (Stimulation as organized)
    3. Concept development (Stimulation as integrated)
    4. Interpretation (Stimulation as associated and meaning transformed)

UNIT I - INITIATORY ACTIVITIES

BASIC READING - STUDENT
McBain, THE SCIENCE OF OURSELVES.
Froman, Robert, THE GREAT REACHING OUT: HOW LIVING BEINGS COMMUNICATE.

SUPPLEMENTARY READING - TEACHER
Ginott, Haim G., BETWEEN PARENT AND TEENAGER.

BACKGROUND LISTENING AND VIEWING
Film: STEPS TOWARD MATURITY AND HEALTH, 12 minutes, Disney, Color.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. There are many factors which affect the way man gets along in his group.
2. There are different ways in which an individual learns.

SKILLS AND ABILITIES

1. Note taking
2. Book reviewing

ATTITUDES

1. Willingness to accept factors which affect his role in a group.
2. Willingness to explore the ways man learns.

SUGGESTED STUDENT ACTIVITIES

1. Give each student a Self-Evaluation Form (see page 11). Instruct the class to follow the directions explicitly. Inform them that each is to keep his copy in his notebook and that no one else will see it. It will be used by the student at the end of the unit (See Evaluating Activity, page 43.)

2. Teacher should introduce "Student Bibliography" calling attention to purpose and arrangement. This is a unit on theories and learning; therefore, the teacher should introduce at this time the work on "selecting, previewing and reviewing" a book (see pages 13 and 14). These three ideas should give their user the ability to find books which they may enjoy; easily and quickly to keep track of the main characters and places; and to recall information.

3. Using the inductive methods (inquiry approach) place the following questions on the board. (These questions represent the goals of the unit, and they should function to stimulate thinking and preliminary discussion.) Be sure to have the student place the questions in his notebook, since they will serve as long term goals for the unit.

3.1 What clues in a person's behavior let you know whether or not you are accepted by others? (walk away, do not talk with, facial expressions, tone of voice)
3.2 How do you learn? (instinct, inheritance, experience)
3.3 What social science deals with the study of human and animal behavior? (psychology: develop the origin of the word from Greek Mythology the story of Psyche and Cupid + ology).
3.4 Read and discuss McBain, THE SCIENCE OF OURSELVES, Chapter 10.

4. Show the film: STEPS TOWARDS MATURITY AND HEALTH. Before viewing the film place on the board the following questions and have the student record them in his notebook.

4.1 What is Mr. Disney's main idea in this film? (accepting responsibility for yourself).
4.2 How does he support his idea? (He shows the physical, emotional, and social factors which affect man's relationships with others.)
4.3 Does every individual develop physically, emotionally, and socially at the same rate? (No)
4.4 How do people know that you are grown up? (Your ability to assume responsibility for your own life and acts).

5. Have the students select words which they feel should become a part of a glossary. (ex. social growth)

6. Read page 141 in THE GREAT REACHING OUT, and discuss the following ideas:

6.1 Why is reading not always a good way to communicate? (All people do not read well)
6.2 How can learning be exciting? (teaching machines, animated drawings, field trips, experiences)

SELF-EVALUATION FORM

GIRL____________________ BOY____________________ DATE____________________

CLASS______________________________________ TEACHER____________________

If the statement describes how you usually feel, put a check in the column "LIKE ME". If the statement does not describe how you usually feel, put a check in the column "UNLIKE ME".

There are no right or wrong answers.

	LIKE ME	UNLIKE ME
EXAMPLE: I'm a hard worker.	X	
1. I spend a lot of time day-dreaming.		
2. I'm pretty sure of myself.		

Note to teacher: complete the chart with the following statements:

3. I often wish I were someone else.
4. I'm easy to like.
5. My parents and I have a lot of fun together.
6. I never worry about anything.
7. I find it very hard to talk in front of the class.
8. I wish I were younger.
9. There are lots of things about myself I'd change if I could.
10. I can make up my mind without too much trouble.
11. I'm a lot of fun to be with.
12. I get upset easily at home.
13. I always do the right thing.
14. I'm proud of my school work.
15. Someone always has to tell me what to do.
16. It takes me a long time to get used to anything new.
17. I'm often sorry for things I do.
18. I'm popular with kids my own age.
19. My parents usually consider my feelings.
20. I'm never unhappy.
21. I give in very easily.
22. I'm doing the best work I can.
23. I can usually take care of myself.
24. I'm pretty happy.

25. I would rather play with children younger than I.
26. My parents expect too much of me.
27. I like everyone I know.
28. I like to be called on in class.
29. I understand myself.
30. It's pretty tough to be me.
31. Things are all mixed up in my life.
32. Kids usually follow my ideas.
33. No one pays much attention to me at home.
34. I never get scolded.
35. I'm not doing as well in school as I'd like to.
36. I can make up my mind and stick to it.
37. I don't really like my sex.
38. I have a low opinion of myself.
39. I don't like to be with other people.
40. There are many times when I'd like to leave home.
41. I'm never shy.
42. I often feel upset in school.
43. I often feel ashamed of myself.
44. I'm not as nice looking as most people.
45. If I have something to say, I usually say it.
46. My parents understand me.
47. Kids pick on me very often.
48. I always tell the truth.
49. My teacher makes me feel I'm not good enough.
50. I don't care what happens to me.
51. I'm a failure.
52. I get upset easily when I'm scolded.
53. Most people are better liked than I am.
54. I usually feel as though my parents are pushing me.
55. I always know what to do to people.
56. I often get discouraged in school.
57. Things usually don't bother me.
58. I can't be depended upon.

The following three outlines for Selecting, Previewing, and Reviewing a book should be reproduced separately. Each should have at the top, spaces for Name, Grade, and Date.

SELECTING A BOOK

I. Take about three books to a library table for examination instead of examining them at the shelves.

   A. Select novels by author or from a source list.
      1. Best seller lists.
      2. Lists from teacher.
      3. Suggestions from librarian:
         a. of resource lists.
         b. of a particular book or books.
   B. Select Biographies and other non-fiction books by topic and author. (When in doubt, ask.)

II. Examine each book briefly, don't rush.

   A. Read the book jacket.
   B. Read the preface.
   C. Choose some pages at random and read them.
      1. reading three consecutive pages at the beginning of the book,
      2. choosing and reading three consecutive pages in the middle of the book,
      3. reading three consecutive pages in the last third of the book but not the last three pages.

III. Make your decision.

   A. Select one book and return the others, or
   B. Return all three and select three more to examine.

PREVIEWING THE SELECTED BOOK

I. Make a list of proper names by scanning pages.

   A. Scanning is just looking, not reading.
   B. Write names of people and places on a sheet of paper.

II. On your list, star names which reappear throughout the book. These will be major characters.

   A. Spend about ten or fifteen minutes in preview for every two hundred pages in the book.
   B. Avoid reading the last chapter of a novel.

REVIEWING THE SELECTED BOOK

I. Read the first chapter slowly and carefully.

II. Proceed through the rest of the book as rapidly as you can without feeling pressured.

- A. Don't stop to take notes.
- B. Read as much as you can at one sitting.
- C. If you can't finish at one sitting, attempt to identify some names on preview sheet before continuing again.
    - 1. Try to continue again within 24 hours if possible.
    - 2. A week is the maximum for any book.

III. Write general impression in brief, note-form when you finish the book.

- A. Sometimes a single comment about a point to remember will recall further information later.
- B. Write notes on a sheet or sheets of paper, not cards. Leave ample space between comments.
- C. About 24 hours later, re-examine notes. You'll usually find more detail recalled at this time.
- D. Add to notes.

IV. Re-examine any chapters that were not easily understood.

- A. Examine for specific information.
- B. Clarify points in plot if a novel.
- C. Add notes to those taken.

****

(Optional)
V. Organize notes to fit a report or critique plan. (Novel)

- A. Use note cards.
- B. Write, expanding with quotations, opinions or other specifics.

(Alternate)
- A. Give report orally from cards.

E. Organize notes on cards to be included with comments from other books on same subject (Non-Fiction).

****

Note:"E" is optional to emphasize that it presumes a class assignment. The other steps should be followed in reading any book that you wish to enjoy, if it is above an elementary school reading level. The degree of difficulty determines the degree of preview necessary for satisfying results in reading.

UNIT I - DEVELOPMENTAL ACTIVITY #1

BASIC READING - STUDENT

McBain, W. N., THE SCIENCE OF OURSELVES, Chapter 9
Goldschmidt, Walter, WAYS OF MANKIND
Smiley, Marjorie, WHO AM I
Smiley, Marjorie, REBELS AND REGULARS
Weitzman, Ellis, GROWING UP SOCIALLY

SUPPLEMENTARY READING - TEACHER

BACKGROUND VIEWING AND LISTENING

Film: I WONDER WHY? McGraw Hill, Black/White
Film: A ROCK IN THE ROAD, F.A., 6 minutes
Recording: WAYS OF MANKIND, "When Greek Meets Greek", Sinclair
Posters: YOUR ATTITUDE IS SHOWING, S.R.A., set of 12

BASIC UNDERSTANDING

KNOWLEDGE

1. The attitudes shown by an individual determines his role in his group.
2. The individual's attitudes toward himself are revealed in his behavior.
3. An individual's attitudes toward others will determine the degree of his acceptance in the group.
4. Behavioral attitudes are shown through verbal and physical expressions.

SKILLS AND ABILITIES

1. Paragraph writing
2. Critical thinking

ATTITUDES

1. Willingness to see that your attitude toward yourself determines your behavior.
2. Willingness to see that your expressed opinion of yourself often influences others opinions of you.
3. Willingness to see that your attitude toward others will determine the degree of your acceptance by the group.
4. Willingness to recognize that your behavioral attitudes are shown through verbal and physical expressions.

SUGGESTED STUDENT ACTIVITIES

1. Give sentence completion form to students. (In this completion form the students must respond to a word or group of words to make a complete sentence. The stimulus words are general to allow the students to be free with their answers.) Inform the class that they are not to sign their names on the form (page 19).

    1.1 Response to this test will make the teacher vividly aware of a student's attitude.
    1.2 Teacher should use the item analysis form to interpret overall class response. (See page 20.)
    1.3 After the teacher has an idea of individual and class attitudes he can develop plans and discussions to expose improper attitudes and present more favorable attitudes.

2. Place SRA posters on bulletin board, and ask these questions.

    2.1 What attitude is shown here?
    2.2 What does this reveal about this person's attitude toward himself?
    2.3 Will this person be accepted in his group?
    2.4 Choose one poster and write a paragraph describing an incident which this poster might depict.

3. Show film I WONDER WHY? Ask these questions.

    3.1 After seeing this film what was your first thought?
    3.2 Write a paragraph explaining what the movie meant to you.

4. Show film A ROCK IN THE ROAD. Suggested discussion questions:

    4.1 What does the road represent? (Your path in life.)
    4.2 What does the rock represent? (Any obstacle in life.)
    4.3 What attitude was displayed by the first three people? (You like to see the other fellow suffer as you have suffered.)
    4.4 Why was there crowd noise in the film? (Emphasize group reactions.)
    4.5 What attitude was displayed by the fourth person coming down the road? (Did not like what happened to him, so he was considerate of others in his action.)
    4.6 Which kind of person are you? (Considerate or inconsiderate.)
    4.7 Do you think your attitudes may change later in life?

5. Assign parts and read aloud the play "The Trouble With Johnny", from WHO AM I? (page 97). Have each student record in his notebook the following questions as they will serve as a pattern for analysis of several readings. Now read the play and discuss the questions, then have each student write his own answer to the question.

    5.1 In your readings who is having a problem? (Johnny)
    5.2 What attitudes does this individual show? (rudeness, disorderliness, contempt for authority, bitterness)

5.21 How do they reflect his opinion of himself? (very high opinion of himself)
5.22 How do they show his attitude toward others? (to Johnny they're snobs and prejudiced)
5.23 What are some examples of verbal and physical expressions of these attitudes? (tripping George, criticizing George, bragging, temper tantrums, breaking windows)

5.3 How do his attitudes determine his role in the group? (the group rejects him because they consider him to be rude and a loud mouth. He projects this image because he feels they reject him because of his clothes, which indicate a lower income family and foreigners)
5.4 Does he show a willingness to change? (Yes, and group does also: through mediation with principal, Johnny and the group)
5.5 How do his attitudes toward himself and others change? (Johnny is determined to maintain his high standards in spite of the group. He will join in school activities because the group realizes its role in making Johnny an outsider by rejecting him.)
5.6 What would you have done if you had been Johnny?
5.7 If you were a member of the group, how would you have treated Johnny?
5.8 How could you resolve a problem such as this one?

6. Read silently "Juan Gonzales," p. 61 in REBELS AND REGULARS, and have each student answer the above questions on attitudes. Discuss aloud in class.

7. Divide class into groups (no more than 4 to a group), each group read any one of the following readings, develop group answers to the attitude questions and hand in their analysis.

WHO AM I? "The Powerless Ones"
"The Wise and the Weak", p. 12
"A Game of Catch", p. 73
"Letter from Birmingham", REBELS AND REGULARS, p. 47
"You Want to be Somebody Odd?", p. 64
"Out of Order", p. 69

8. Have groups of students each demonstrate in a series of skits how their bodies and their voices show that they have:

1. a positive attitude toward the classroom
2. a positive attitude toward home
3. a positive attitude toward friends
4. a positive attitude toward a sports event
5. a negative attitude toward the classroom
6. a negative attitude toward home
7. a negative attitude toward friends
8. a negative attitude toward a sports event

Have the audience observe the following ideas:

1. Tone of voice - pitch and timbre
2. Body movements - posture, facial expressions, gestures
3. Dress

Discuss each presentation in view of:

1. Clarity
2. Other ways to express the attitude

9. The teacher should play the recording "When Greek Meets Greek" from WAYS OF MANKIND and have students follow along in book pp. 67-76. After recording is over elicit answers to these questions from class.

    9.1 How do the two fathers view their new sons? (Both have pride but in different ways)
    9.2 Why do the fathers view their sons in varied ways? (Showing emotions are universal but can result in varing responses in different societies.)
    9.3 How is Eallias taught to be patriotic?
    9.4 How is Demarchus taught to be patriotic?
    9.5 How are you taught to be patriotic?

10. Without using names select one person to observe for one week. Without using names, observe his attitudes and behavior.

    10.1 Cite specific examples in which his behavior was influenced by his attitude.
    10.2 In your opinion, what did his behavior accomplish and could it have been handled in a better way?
    10.3 If you found this attitude undesirable, what could this person do to correct his attitude? (talk with adults whom he respects about his attitude or find sources to read about this particular attitude so that he will develop a better understanding of acceptable attitudes for the society in which he lives)

11. Use S.R.A. phamphlet "Growing Up Socially" as supplemental reading. Point out the meaning of the word "mature" (a person's ability to assume responsibility for his words and actions)

12. Read McBain, THE SCIENCE OF OURSELVES, Chapter 9, and ask questions such as:

    12.1 What are some ways people are different?
    12.2 What is normal?
    12.3 Why is abnormal a bad word?
    12.4 What is the difference between instinctive and natural behavior?

SENTENCE COMPLETION FORM

1. The future

2. I suffer

Note to teacher: Expand form with the following:

3. Friends
4. My mother
5. There are times
6. My greatest longing
7. My imagination
8. Most boys
9. My clothes
10. Social clubs
11. I fear
12. My greatest trouble
13. Love in my life
14. Many of my dreams
15. My brothers
16. Secretly
17. I cannot understand what makes me
18. Most people
19. School
20. I am very
21. I envy
22. My best friend
23. When I
24. My father usually
25. Children
26. Girls usually
27. My greatest ambition
28. Teachers
29. My habits
30. My sister(s)
31. I try to get
32. I feel hurt
33. God is
34. Often I think
35. No one
36. My family
37. I am ashamed
38. I hate

TEACHER ITEM ANALYSIS FOR COMPLETION FORM

ITEM	POSITIVE	NEUTRAL	NEGATIVE	COMMENTS
1. Future				
2. Suffer				

NOTE TO TEACHER - Complete chart with the following:

3. Friends
4. Mother
5. Times
6. Longing
7. Imagination
8. Boys
9. Clothes
10. Clubs
11. Fear
12. Trouble
13. Love
14. Dreams
15. Brothers
16. Secretly
17. Understand
18. People
19. School
20. Very
21. Envy
22. Friend
23. When
24. Father
25. Children
26. Girls
27. Ambition
28. Teachers
29. Habits
30. Sisters
31. Try to get
32. Feet hurt
33. God
34. Often
35. No one
36. Family
37. Ashamed
38. Hate

UNIT I - DEVELOPMENTAL ACTIVITY #2

BASIC READING - STUDENT

Goldschmidt, Walter, WAYS OF MANKIND
Smiley, Marjorie B., REBELS AND REGULARS
Smiley, Marjorie B., WHO AM I?

SUPPLEMENTARY READING - TEACHER

Nidetch, Jean, THE STORY OF WEIGHT WATCHERS

BACKGROUND VIEWING AND LISTENING

Recording: WAYS OF MANKIND, Series, "Case of Sea Lion Flippers", Sinclair, "World As People", Weeks
Film: BARBARA, Interlude, Color, 7 minutes.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Emotions are universal.
2. The most common types of emotions are: fear, love, hate, anxiety, and jealousy.
3. The role of emotions is extremely important in human behavior.

SKILLS AND ABILITIES

1. Note taking
2. Observation

ATTITUDES

1. Willingness to recognize that his emotional behavior is a factor in determining his personality.
2. Willingness to use restraint in his emotional behavior.
3. Willingness to seek emotional outlets which are acceptable to the society in which he lives.

SUGGESTED STUDENT ACTIVITIES

1. Write the word "EMOTIONS" on the board and instruct the student to record in his notebook a definition for this word after the discussion. Elicit answers to questions such as:

    1.1 What are emotions? (Mental and bodily reactions marked by strong feeling and physiological responses)
    1.2 Do you have emotions? (Yes)
    1.3 Does everyone in the world have emotions? (Yes, universal)
    1.4 What are some of the emotions? (Five most common - fear, love, hate, anxiety, and jealousy)
    1.5 How does your body respond to these emotions? (Emotions prepare the body for action.... heart beat, crying, gasping, cold sweat, nausea)
    1.6 Have each student place in his notebook definitions for the most common types of emotions:

    FEAR - an unpleasant feeling caused by the expectation or awareness of danger.
    HATE - to feel an intense hostility or aversion toward something or someone.
    LOVE - strong affection based upon admiration or benevolence.
    ANXIETY - painful or apprehensive uneasiness over an impending or anticipated ill.
    JEALOUSY - feeling of spiteful envy toward rival or toward someone more successful than oneself.

2. Select any of the emotions, such as "jealousy" and elicit answers to questions such as:

    2.1 Is there someone who has something you want? (looks, grades, girlfriend, boyfriend, money, friends, home, clothes)
    2.2 How does your body react to this emotion? (blood pressure, heart beat, etc.)
    2.3 What is the name of this emotion? (jealousy)
    2.4 How do you resolve this situation?
    2.5 Can you resolve this in a better way? How?

3. Play the record THE WORLD AS PEOPLE and ask questions such as:

    3.1 Mr. Weeks appeals to which emotions in this record? (Hate and love)
    3.2 What does he hate? Why? (War)
    3.3 What does he love? (The man in mankind)

4. Elicit answers from the class to questions such as:

    4.1 How might an individual feel if he were the shortest person in his group? (anxious & fearful)
    4.2 How does an individual act if he is the shortest person in his group? (pals with tallest or talks loud, or accepts his growth rate)
    4.3 How does the group feel about him?
    4.4 What causes the differences in height? (variable growth rate of individuals)
    4.5 Can a short person do anything to become taller? (No, shoes perhaps)
    4.6 How might a short person react to being short? (insecure)
    4.7 How does his group feel about overweight? (the ideal is to be thin)
    4.8 What causes a person to be overweight? (eats too much, glands or both)
    4.9 What emotions might the fat person be experiencing? (anxiety - fear)
    4.10 Can a fat person do anything about being fat? (Yes, see a doctor and eat wisely)
    4.11 Is it easy to eat wisely? (No) Do thin people eat wisely? (Not necessarily)
    4.12 How might a fat person react to being fat? (Lucy Johnson Nugent, daughter of President Lyndon B. Johnson, went from a size 11 dress to a size 3 dress; when asked how she did it, she replied, "I'm more vain than hungry.")

5. Without using names choose one person whom you will observe. Observe his emotions on a daily basis for one week. Write a summary of your observations. In your summary:

    5.1 Cite specific examples in which his behavior was influenced by his emotions.
    5.2 In your opinion, what did his behavior accomplish and could it have been handled in a better way?
    5.3 If you found this emotion undesirable, what other outlets for this emotion are available?
    5.4 After the observation is written, discuss with the class the importance of emotional outlets. (Emotional outlets must be consciously developed by an individual and acceptable in the society in which he lives)

6. Play recording WAYS OF MANKIND "The Case of the Sea-Lion Flippers" (Chapter 8). Let students read silently as it plays. After recording is over ask these questions and emphasize that emotions are universal but responses differ from society to society.

   6.1 How did the Yurok Society respond to the emotions of hate, anxiety, and jealousy?
   (Hate - kill them all. Mutilate body of loved one. Killed by others.
   Anxiety - worried about the settlement over flipper rights and death.
   Jealousy - regret of loss of youth by Minot.
   6.2 How do these responses differ from our society's responses?

7. Show film BARBARA. Ask questions such as:

   7.1 Of what did Barbara become aware? (She is most distinquished when she is herself)
   7.2 Why did Barbara take her problems to her tough old uncle? (She needed someone with whom she could talk over her problems)
   7.3 With whom do you talk over your problems? (parents, friends, religious leader, doctor, teacher, counselor, social worker)

UNIT I - DEVELOPMENTAL ACTIVITY #3

BASIC READING - STUDENT

Froman, Robert, THE GREAT REACHING OUT: HOW LIVING BEINGS COMMUNICATE

SUPPLEMENTARY READING - TEACHER

BACKGROUND LISTENING AND VIEWING

Film: DEBT TO THE PAST: LANGUAGE AND COMMUNICATION, Moody, 17 minutes
Film: BERFUNKLE, Portafilm, Color, 11 minutes
Recording: WAYS OF MANKIND, Series, "A Word in Your Ear", Sinclair

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Communication is the ability to relate to others effectively.
2. Language is any means of expressing thoughts or feelings.
3. A common background of knowledge and experience enhances man's ability to relate with others.

SKILLS AND ABILITIES

1. Note taking
2. Group work

ATTITUDES

1. Realizes that understanding one another requires effective communication.
2. Accepts the fact that one communicates through verbal and nonverbal language according to the society in which he lives.
3. Realizes the confusion which arises from the misuse and multiple meanings of words.
4. Willingness to use proper language to effectively express himself.

SUGGESTED STUDENT ACTIVITIES

1. Elicit from the students answers to questions such as: (Have the student record the questions and answers in his notebook; oral discussion should follow)

    1.1 What was your last misunderstanding?
    1.2 Why did it occur?
    1.3 How was it resolved?

2. Direct the class to write down as many slang terms as each can think of in ten minutes. Have some of the lists read aloud or written on the chalkboard. Discuss these terms with questions such as:

   2.1 Why do you use these terms?
   2.2 Are there some slang terms you would not use?
   2.3 Why wouldn't you use these terms? (Image. Each individual uses language to project an image of himself.)
   2.4 Who would not understand them? (People outside of the group)

3. Ask the class "How many languages do you speak"? List some responses on the chalkboard. (Examples: classroom, locker room, church, home, club)

   3.1 How does the group respond to an individual who mixes his setting? (The group will reject you.)
   3.2 What generalization or conclusion can you make about the great variety of languages you speak? (people of common background speak the same kind of language.)

4. Show film BERFUNKLE and discuss the following question:

   4.1 What is the meaning of this film? (Words have many meanings)
   4.2 Have you been "berfunkled"?

5. Show film DEBT TO THE PAST: LANGUAGE AND COMMUNICATION. Place following questions on the board before showing the film.

   5.1 How did language evolve, or grow? (Pictograph, ideograph, phonetic)
   5.2 Why did this change come about? (Need to express complicated ideas more quickly.)
   5.3 For whom were the following statements made? Which style or jargon would you use to reach the most people?

      a. Today a high front and a low front are going to come into contact. (Weatherman)
      b. Today we are going to experience a storm. (General public, for most in our society)
      c. "It's raining, its pouring, the old man is snoring". (Little Kid)
      d. "Ungawa the rain God has arrived". (Primative Society)

   5.4 Take the same event and use three different types of jargon to describe it.

6. Have volunteers present a situation without the use of words.

   6.1 For example: "There's a herd approaching, get your weapons."
   "My house is burning, get some water."
   "I just drank poison, get me a doctor."
   6.2 How well can you communicate with each other in this manner?
   6.3 Why was language developed?

7. In what ways do we communicate with one another? (Verbal-language; nonverbal, touch, odor, sound, sight and taste.) Read THE GREAT REACHING OUT, "Wordless Human Communication," p. 108-112. Ask questions such as:

   7.1 How do the honeyguide bird and black bears communicate with man? (p. 108-109)
   7.2 Why was the case of Clever Hans so important in showing how man communicates with animals? (p. 110)
   7.3 To what human communications did Hans really respond? (p. 111)
   7.4 What are the four forms of man's nonverbal communications? (p.112)
   7.5 What are some examples of each form?

8. Put words or idioms on the board.

   8.1 For example: "Kill the ump"
   "Peace"
   "Law and Order"
   "Out of Sight"
   "Out to lunch"

   Ask questions such as:

   8.2 What do these terms mean to you?
   8.3 What do these mean to your parents?
   8.4 From your travels, have you learned any different meanings for words familiar to you? For instance the word "spider" means "iron frying pan or skillet" to some people.

9. Play the recording "A Word in Your Ear" from the series WAYS OF MANKIND. Allow students to read while listening.

   9.1 When the recording is over, cite and list examples from it that language is a function of place, time, age, sex and occasion.

   PLACE - street car in U.S. and England
   TIME - Lords Prayer
   AGE - College professor and child
   SEX - Carayah Indian men find women speak different languages
   OCCASION - Siamese King

   9.2 After examples from the recording are listed, elicit examples in our society that show language is a function of place, time, age, sex and occasion. Examples: (page 27)

PLACE - Shrimp(East and Midwest) Prawns (South and West Coast
TIME - "Heavy" ten years ago meant a great weight or a bad guy in a movie.
        Today to some "heavy" means a person who is knowledgeable
AGE - College professor and child--generation gap
SEX - Men talk about sports and cars, women talk about fashions
OCCASION - Political speeches to different groups

10. GREAT REACHING OUT, "Words and Beyond", p. 124. With the group read this chapter and ask questions such as:

    10.1 What does the title of this chapter mean to you?
    10.2 How is man unique in his achievement of the capacity to communicate with one another with words?
    10.3 What are the three primary advantages which our use of verbal symbols gives us? (p. 127)
    10.4 What is the importance of the Hayes and Gardiner experiments? (p. 125)

11. GREAT REACHING OUT, chapters 1-4 should be used as a base for research. Have a student or a group of students prepare oral reports on these and other readings.

UNIT I - DEVELOPMENTAL ACTIVITY #4

BASIC READING - STUDENT

McBain, THE SCIENCE OF OURSELVES, Chapters 5 and 6.

SUPPLEMENTARY READING - TEACHER

Lindgren, Henry Clay, EDUCATIONAL PSYCHOLOGY IN THE CLASSROOM, "Psychological Concepts of the Learning Theory", Chapter 8.

BACKGROUND LISTENING AND VIEWING

Filmstrip: FUNDAMENTALS OF THINKING, 9 in series.
Filmstrip: SCHOOL SKILLS FOR TODAY AND TOMORROW, 6 in series.
Film: THINKING MACHINES - HORIZONS OF SCIENCE, 20 minutes.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. There are several theories for the way man learns. (instinct, inheritance, conditioning, experience)
2. A theory is an idea based upon evidence which may or may not be acceptable.

SKILLS AND ABILITIES

1. Graphing
2. Charting
3. Analyzing Social Studies Material

ATTITUDES

1. Willingness to try and to accept varying ways of learning.
2. Willingness to challenge theories.

SUGGESTED STUDENT EXPERIENCES

1. Using the inquiry approach, discuss questions such as the following: (they all serve as a long term goal for this part of the unit, and they should be recorded in each student's notebook).

    1.1 Why does the United States believe in free public education from Kindergarten through the 12th grade? (It wishes its citizens to become competent and effective individuals.)
    1.2 When does a person begin to learn? (The learning process is initiated when an individual perceives events in his environment - or within himself - that are new and different from those previously experienced.
    1.3 When does an individual stop learning? (Learning is a continuous, life long process.)

    The above three questions are assumptions about learning. Show the filmstrip: "Assumptions" from FUNDAMENTALS OF THINKING SERIES. Elicit answers to questions such as:

    1.4 What assumption have you made recently?
    1.5 Why did you make it?

1.6 Was it a good assumption?
1.7 How do you know?

Follow this discussion with some assumption making. Ask questions such as:

1.8 How does an individual learn? (instinct, inheritance, conditioning, experience - four theories)

2. Read McBain, THE SCIENCE OF OURSELVES, Chapter 5.

The teacher should help the students define and understand a few theories of learning and ask questions under each heading.

2.1 Instinct - The person learns through instincts.
Example - birds fly south.
Question - What do we mean by instinctive behavior?

2.2 Inheritance - Parents who lean something will pass it on to their child through genes.
Example - Planaria. Young react same way parents did to electric shock.
Question - What are trumpisms or taxis? (Inherited behavior)

2.3 Conditioning - A person makes a specific response to a specific stimulus (usually done through repetition)
Example - Thinking Machine - Rat in Maze
Question - How can you condition your friends? (p. 61-63)

2.4 Experience - A person perceives or is affected by events that are new and different from those previously experienced.
Example - Thinking Machine
Perform experiment on page 64.

2.5 Show the film THINKING MACHINES. Discussion questions:

2.51 What did you learn about learning from the mouse in the maze? (Trial and error or conditioning is the basis for learning.)
2.52 What can you learn about thinking from chess? (Look ahead, examine your possible moves; make your choice, according to your beliefs and ideals; accept the results of your decision.)
2.53 What does a pattern recognizer do? (Recognizes the pattern) What does this mean to you as a learner? (Look for patterns in your work)
2.54 What are the differences in the function of the human brain and the computer? (The computer processes information; the brain creates, and imagines; a human being has five senses to depend on)
2.55 In what way is the human brain like a computer? (Both process information)

3. Read McBain, THE SCIENCE OF OURSELVES, Chapter 6. Ask these questions.

   3.1 How are animals taught to do tricks? (p. 74)
   3.2 What are some things a pet cannot learn? (p. 77)
   3.3 What type of learning advantage do humans have over most animals? (insight)

4. Elicit answers to questions such as:

   4.1 What is a theory? (An idea based on evidence.)
   4.2 Why do we need theories? (To make sense out of the universe and to give man a feeling of security.)
   4.3 What is the danger of only one theory? (Limits the mind of man. For example: theoretically, the bumble bee cannot fly....his wings are too small for the size of his body; always ask the "why" and "why not" about a theory)
   4.4 What do you think are some of the theories about how an individual learns? "Learning is a continuous, life-long conditioning experience."

5. Filmstrips such as "Why Study" and "Preparing to Study" from the series "School Skills for Today and Tomorrow", could be shown at this time as examples of theory and assumption. Ask questions such as:

   5.1 What is the theory in this filmstrip?
   5.2 What assumptions are being made in this filmstrip?

6. The purpose of this activity is to show a method the student may use to examine a textbook. Do an analysis of THE SCIENCE OF OURSELVES. Find out what the book has to offer by checking the following points given on the Textbook Analysis form. This check list is a theory. What is it about? (To find out what a book can do for a reader and how the book does it.) (See page 32 for Textbook Analysis form)

   6.1 Experience - What experience did you just have? (analyzed a book)
   6.2 Perception - What did you perceive (see) about this analysis? (The reader should know what the book can do and cannot do for him)
   6.3 Concept - What part of this book would you enjoy the most?
   Which section would be of the least benefit?
   Did you see any new words?
   Can you pronounce them?
   6.4 Interpretation - Would this book be a good reference for you to use? Why?

7. Place on the chalkboard the following:

How We Learn

Through Taste   Through Hearing   Through Touch   Through Smell   Through Sight

In groups of four have the students discuss and decide which of the senses they would rather be without. Then list in order of greatest importance the senses. Have each group present their decisions to the class.

When the discussions are complete fill in the chart as follows:

How We Learn

1% - Through Taste
1½% - Through Touch
3½% - Through Smell
11% - Through Hearing
83% - Through Sight

(place this chart on the chalkboard)

	METHODS OF INSTRUCTION	RECALL 3 HOURS LATER	RECALL 3 DAYS LATER
A.	Telling When Used Alone	70%	10%
B.	Showing When Used Alone	72%	20%
C.	When A Blend of Telling And Showing Is Used	85%	65%

7.1 What is the best way to learn? (talking about an idea and reading about it)
7.2 How could you practice this in everyday school situations? (Read about subject; listen to someone talk about it and ask questions; then find one or two people to study with)

NAME______________________________

DATE______GRADE______HOUR________

TEXTBOOK ANALYSIS

In using a textbook the intelligent reader will begin by surveying and analyzing the book he is about to use. Find out what the following items do for the reader in using this book. Explain in one or two sentences.

Check these points

I. ORGANIZATION

- A. General plan
  1. Contents
  2. Indexes
  3. Glossary
  4. Bibliography
- B. Unit plan
  1. Titles
  2. Subtitles
  3. Introductions
  4. Conclusions or summaries
  5. Footnotes

II. SPECIAL HELPS

- A. Reviews
- B. Illustrations
- C. Value as reference
  1. Other classes
  2. Personal use

III. VARIATIONS IN PRINT

- A. Size
- B. Colors
- C. Position

(If the reader knows the scope and limitations of his textbook he will be a better craftsman.)

UNIT I - DEVELOPMENTAL ACTIVITY #5

BASIC READING - STUDENT

SUPPLEMENTARY READING - TEACHER

Bilenker, Ruth M. "Hand Them A Frobish", NEA JOURNAL, October, 1967.

Branca, Albert A., PSYCHOLOGY: THE SCIENCE OF BEHAVIOR, Chapter 8.

BACKGROUND VIEWING AND LISTENING

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Sensation, the initial step in learning, is merely the awareness of a stimulation when received by one or more of the senses (stimulation as received).
2. Perception, is the immediate mental image that one forms from a stimulus. The sensation takes on shape or form (stimulation as organized).
3. Concept, development refers to the thought that is formed in the mind as a result of the stimulus (stimulation as integrated).
4. Interpretation, is the personal understanding that one has according to one's own beliefs, value judgements, interests, knowledge, and experiences (stimulation as associated and meaning transformed).
   "C" is a good grade
   "C" is a poor grade
   "C" is an initial
   "C" is a century note ($100.00)

SKILLS AND ABILITIES

1. Listening and observing
2. Reacting and interpreting

ATTITUDES

1. Willingness to view all life's experiences as a part of his continuing educational process.
2. Realization that an individual's learning may vary according to different perceptions and concepts, and interpretations.

SUGGESTED STUDENT ACTIVITIES

1. Have the student record the following questions in his notebook. Elicit answers to these questions in class discussion.

   1.1 Where do you learn? (in all life's experiences)
   1.2 Do all people learn the same things? Explain.
   1.3 How do you share your learnings?
   1.4 How do you learn?

2. The purpose of this exercise is to make the student aware that he must involve all of his senses (sight, sound, touch, taste, and smell) in an experience in order to have a complete experience, and thereby have complete communication.

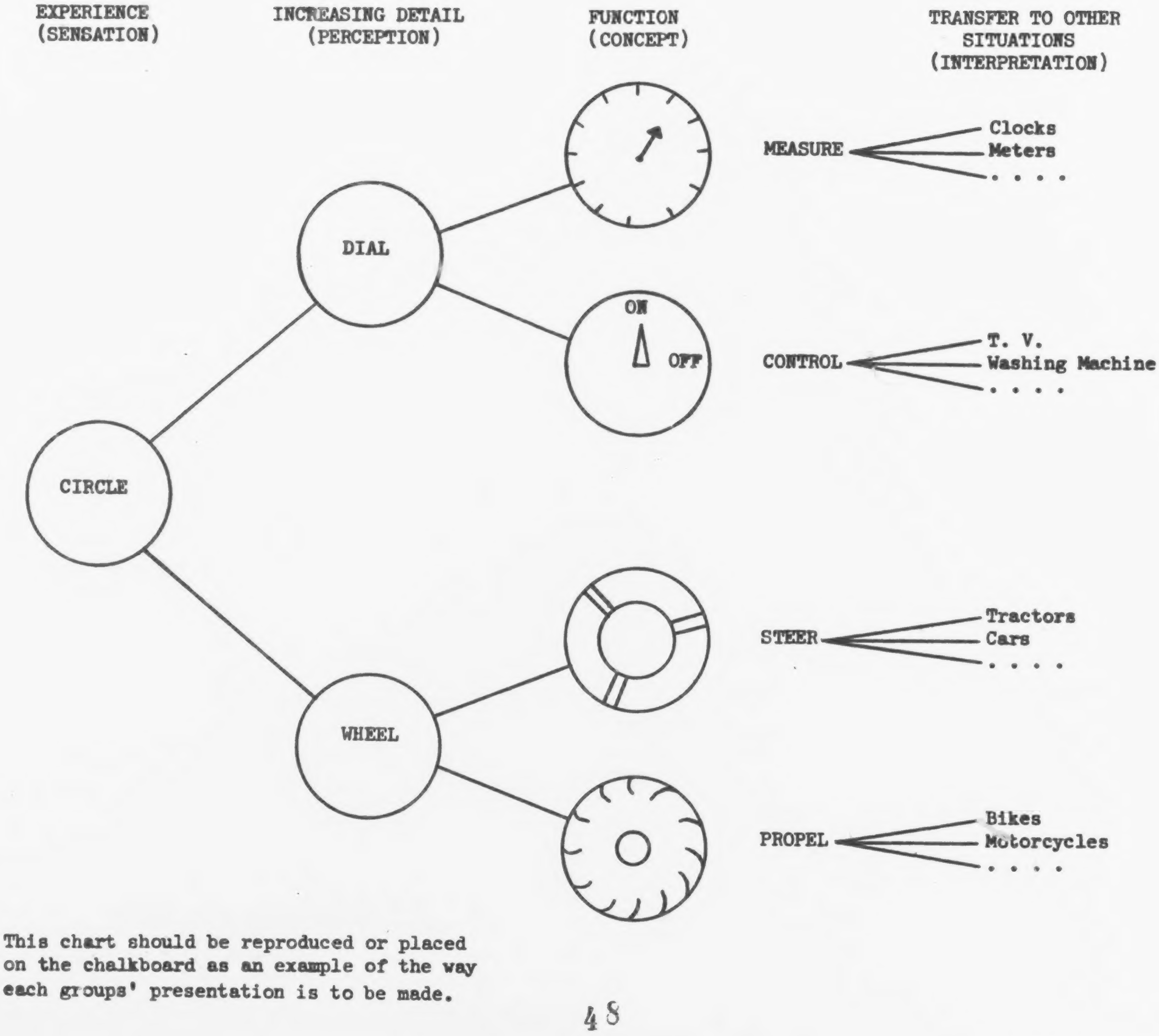
   2.1 Show a picture of a ball of clay and say this is a "frobish". Will each of you bring a frobish to class tomorrow?
   2.2 On the following day after everyone has presented his frobish ask, "Why are there so many different articles here? (incomplete communication because you had an incomplete experience)
   2.3 Now hand each student a frobish, a real ball of clay, and encourage him to look at it, touch it, squeeze it, smell it, and drop it, on the desk to hear the thud.
   2.4 What was the difference between your two experiences? (First, sight only: Second, multi-sensory)
   2.5 What happened to your concept (thought-formation) of a frobish? (changed as you had this multi-sensory experience)
   2.6 Write this statement on the board:

   As a human being grows, he begins to talk and later to write; and at this very early age, he assigns his own meaning to a word. The only meaning he can bring to a word is that which he first learns through experience. If his experiences are limited and he has no one to help him put labels on them, he is disadvantaged.

   Elicit from the class answers to questions such as:

   2.61 What does it mean to be "disadvantaged"? (a person with few experiences and no one to help him label his experiences)
   2.62 Are you disadvantaged? Explain your answer. (Probably "yes" for everyone)
   2.63 If "no" is the answer to the last question then ask, "Who is disadvantaged?"
   2.64 Are there any other meanings for the word "disadvantaged?" (Yes)
   2.65 What are some of them? (1. lacking in basic resources or conditions such as standard housing, medical and educational facilities, and civil rights believed to be necessary for an equal position in society. 2. affect unfavorably. 3. loss or damage especially to reputation, credit or finances. 4. handicap)

   2.7 Have the class break into groups of four; using a multi-sensory experience, each group is to develop its own frobish with the class. Each must remember that its presentation to the class must include: (see next page)



This chart should be reproduced or placed on the chalkboard as an example of the way each groups' presentation is to be made.

3. The teacher should display some money to the class. The students can see the object (sensation), recognize it as round or flat and paper or metal (perception), and recognize it as "Money" (concept). This concept will be interpreted according to the individual's beliefs, values, interests, knowledge, and experience.

   3.1 Have the students pretend they are the following people or agencies. (see chart)
   3.2 What interpretation will each give to the concept of money?
   3.3 Why do they have this interpretation?

   Example for teacher use. Column 1 should be completed. Columns 2 and 3 can be completed as 3.2 and 3.3 are discussed.

1 INTERPRETER	2 INTERPRETATION	3 REASON
Teenager	free spending	selfish desires didn't earn it never without it
Mother	budget	family responsibility
Father	doesn't grow on trees	has to earn it and family responsibility
Successful Businessman	to be invested	experience shows profits
Small Businessman. . . .	to be saved	experience shows dwindling
Loan Company	we want to help you	profit motive
Advertisers	money waiting to be spent	it pays to advertise

UNIT I - DEVELOPMENTAL ACTIVITY #6

BASIC READING - STUDENT
McBain, W. N. and Johnson, R.C.
THE SCIENCE OF OURSELVES,
Chapters 2, 3, and 4.

SUPPLEMENTARY READING - TEACHER
Mueller, C. G. and Rudolph, M.
LIGHT AND VISION, p. 161.

BACKGROUND VIEWING AND LISTENING
Film: VISUAL PERCEPTION, ETS, Color, 20 minutes.
Film: EYE OF THE BEHOLDER, Reynolds, 24 minutes.
Filmstrip: FUNDAMENTALS OF THINKING SERIES, "Comparisons".

BASIC UNDERSTANDING

KNOWLEDGE

1. We learn from stimuli received by our senses of sight, hearing, touch, taste, and smell.
2. Perception is the result of stimulation of the senses.
3. Perception varies according to individual beliefs, values, interests, knowledge, and experience.
4. Differences in concepts and perception can lead to different interpretations in the learning process.

SKILLS AND ABILITIES

1. Critical thinking

ATTITUDES

1. Willingness to accept the possibility of varying individual perceptions.
2. Willingness to examine personal perceptions.
3. Willingness to accept the role of personality in perception and learning.

SUGGESTED STUDENT ACTIVITIES

To insure that the student understands the importance of his senses and his perceptions of life, perform the experiments in McBain, THE SCIENCE OF OURSELVES, Chapters 2-4. If this book is not available perform the exercises numbered 1.1 through 1.3.

1. To arouse interest about learning, use the following to demonstrate how individual perceptions through the senses vary. This will also show the necessity of using all the senses.

   1.1 Taste and Smell - Send several students out of the room. Have ready chopped up apples, potatoes, carrots. Make sure the pieces are the same size and the same quality of hardness. Blindfold each student as he enters and put cotton in his nose so that he can't smell. Don't tell him what he is tasting. There should be between a 25% or 50% chance of error.

1.2 Hearing - Blindfold a student and use a clicker or scissors sound (metal cricket). Have the student decide where the sound came from, what height etc. Another exercise is to take common items like keys, pencil sharpeners, window blinds, chalk and erasing sounds, and have the students identify them.

1.3 Touch - Blindfold a student and hand him a 3-dimensional item then have him draw the item. Cross your forefinger (index finger) with your second finger. Put pencil between two fingers and draw it back and forth.

1.4 Have some students put on a dramatic skit without the class knowing beforehand. The skit should include odd dress, distinct actions, physical and verbal. When it's over ask these questions:

- 1.41 What were they wearing, saying, doing, etc.?
- 1.42 Why did some notice different aspects of the skit?
- 1.43 How did you interpret the event? Why?

1.5 Show large pictures to the class and ask questions. Students will have spotted different things showing how their perception varies. Vary the questions so they are not conditioned to look for certain things. Show pictures from LIGHT AND VISION, p. 161.

1.6 Show film VISUAL PERCEPTION.

- 1.61 Why were the people in the film fooled? (We make assumptions from past experience, knowledge and beliefs.)
- 1.62 Why were we fooled in looking at the room and the window? (We see what we want to see, what we've been conditioned to see.)

1.7 Show filmstrip COMPARISONS. Discuss the reasons why one must rely on the mind as well as the senses. Point out that all perceptions depend on many factors: emotions, knowledge, thinking ability, values, beliefs, interests.

2. Review previous experiences and apply them to the learning process. Elicit answers to questions such as:

- 2.1 Why did our preceptions vary? (faulty senses or individual differences or both.)
- 2.2 What is the value in different perceptions? (individuality, insight)
- 2.3 When can varying perceptions cause problems?

School - student might not perceive an assignment correctly.
Home - Mother gives an order and the child misinterprets it.
Job - Boss gives an order and the worker perceives it differently.
World - Governments do not perceive the action of other governments the same.

2.4 In what occupations would faulty sensual perceptions cause problems for the individual? (Students will see that most occupations demand an interrelationship of the senses)

Examples:
sight - doctor
sound - musician
touch - teacher of braille
smell - perfume sniffer
taste = wine taster

2.5 In the classroom, how do we provide for maximum sensory learning conditions? (ventilation, lighting, accoustics, furniture, design, chalkboards)

3. Show the film: THE EYE OF THE BEHOLDER. Ask questions such as:

3.1 Stop film in midpoint and begin discussion and ask "What do you think of Michael? (Draw from kids that more information is needed to make a judgement)
3.2 Why did each person see Michael differently? (Each saw what his own experiences allowed him to see)
3.3 In what ways did Michael reinforce the cabdriver's perception that he was a hood? (clothes, hurried manner, bulge under his arm, refusal to talk)
3.4 Who was the hood? (The cabdriver, he saw himself in Michael.)
3.5 When observing human relationships of what should you be aware? (snap judgements, projection, prejudice, predisposition, preoccupation, lack of appreciation for other people's dreams and ideas)

UNIT I - CULMINATING ACTIVITY

BASIC READING - STUDENT
Smiley, Marjorie B., REBELS AND REGULARS, p. 194

SUPPLEMENTARY READING - TEACHER

BACKGROUND VIEWING AND LISTENING

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Factors which show how an individual gets along in his group are attitudes, emotions and communication.
2. An individual learns about himself and others through experience, perception and interpretation.

SKILLS AND ABILITIES

1. Paragraph writing
2. Reflective thinking

ATTITUDES

1. Willingness to accept factors which affect his role in a group.
2. Willingness to explore the ways man learns.

SUGGESTED STUDENT ACTIVITIES

1. Read "Cyclists' Raid", p. 194, REBELS AND REGULARS. Ask questions such as:

1.1 What are some examples of the five most common emotions? What setting in the story and what actions of the charters involved exemplify each?

ANXIETY:
1. Mr. Bleeker sending daughter to room.
2. Mr. Bleeker trying to identify daughter's murderer.

JEALOUSY:
1. Timmons, a man 30, loves a girl 17 and is jealous of boys her own age.

FEAR:
1. Mr. Bleeker's fear for own safety when chased by a cycle.
2. Mr. Bleeker's fear for daughter's life when she is hit.
3. Simpson's payment of money somehow compensates any damage.

LOVE:
1. Mr. Bleeker of daughter Cathy.
2. Timmons love for girl Cathy.
3. Cathy's love of life.

HATE:
1. Timmon's desire to shoot gang.
2. Bleeker and crowd beat returning cyclist.

1.2 From your description of emotions and actions in the preceding activity, what attitudes were shown by the characters involved?

Mr. Bleeker (Anxiety)	1. Father is protector of family. 2. High respect for womanhood. 3. Only the guilty should be punished.
Mr. Timmons (Jealousy)	1. Grown men do not show affection for young girls.
Mr. Bleeker (Fear)	1. Personal safety is secondary to family safety.
Mr. Bleeker (Love)	1. Children and family complete. 2. Void in a man's life.
Mr. Timmons (Hate)	1. Law and order must be preserved even if some innocents suffer. 2. There are times when a man may take law into his own hands.
Mr. Bleeker (Hate)	1. The emotions that lead to mob violence are often stronger than the ideals of "turn other cheek".

1.3 If you were Mr. Bleeker and another group of cyclists visited your town a year later, how would you handle the situation?

2. Have the students break up into groups of three or four and assign each group a different national news program (ABC,CBS,NBC) to view. You should have three groups watching each program (students may watch program in a group or individually). Tell the students that when they come back tomorrow they will report and compare their answers to these questions.

2.1 What attitudes were expressed about certain news stories by the newscaster? By your relatives? By your friends?
2.2 What emotions came from these same people?
2.3 What types of communication were used to express these attitudes and emotions? (Gestures and sounds)
2.4 Why were these attitudes and emotions different for some news stories? (ex. Vietnam) The same for others. (ex. flood relief)
2.5 After viewing a newscast do many people do some physical act to correct a situation they think is wrong? (Write letters for and against Vietnam, give money for flood relief)
2.6 Could an attitude be changed from a news story? How? Why not?
2.7 Did you learn anything about how attitudes and emotions are formed?
2.8 Without our various types of communication, except speech, would this program have been as interesting?

UNIT I - EVALUATING ACTIVITY

BASIC READING - STUDENT
McBain, W. N., THE SCIENCE OF OURSELVES, Chapter 8, p. 115

SUPPLEMENTARY READING - TEACHER
Kelner, B., LEARN HOW TO STUDY
Scriptographic, HOW TO STUDY (Junior High School)

BACKGROUND VIEWING AND LISTENING

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Attitudes, emotions and communications are factors which show how an individual gets along in his group.
2. An individual learns about himself and others through experience, perception and interpretation.

SKILLS AND ABILITIES

1. Paragraph writing.
2. Reflective thinking.

ATTITUDES

1. Willingness to examine and improve his personality according to the society in which he lives.
2. Willingness to respect learning and its role in the development of a human being.

SUGGESTED STUDENT ACTIVITIES

1. Have the students read THE SCIENCE OF OURSELVES, Chapter 8, p. 115.

   1.1 They are to jot down the good learning techniques in a check list fashion. This can be done by headings. For example:

ITEM	SELDOM	USUALLY	ALMOST ALWAYS
Where To Study			
Distractions			
Comfort			
Proper Lighting			
Proper Temperature			

1.2 In groups of four have students discuss their personal checklists and be ready to report back to the class the group's ideas. From this class discussion direct each student to make any changes in his checklist that he feels are necessary for his own personal success.

1.3 Each student is to keep his checklist in his notebook and use it to check on his learning habits. Elicit answers to questions such as:

1.31 How can you make a checklist which will allow space for showing improvement weekly for four weeks?

1.32 With whom do you want to evaluate your progress? (teacher, friend, parents)

1.33 After consultation write a paragraph pinpointing your major weakness for that week, and what you intend to do about it.

2. Give the "self-evaluation form" test (page 11) for the second time. Have each student analyze or compare his two tests and write a paragraph explaining in what ways and why he changed. Be sure that the student understands the three parts of the structure of a paragraph:

topic sentence	a one sentence generalization
supporting evidence	three to six sentences in support of the topic sentence
clincher	one sentence as a closing or sign off

UNIT I - BIBLIOGRAPHY

BOOKS, PERIODICALS AND PAMPHLETS

Bilenker, Ruth M. "HAND THEM A FROBISH", NEA Journal, Vol. 56, (October, 1967) p. 31. This article explains how the child's five senses can be engaged to help him associate words with concrete objects, thereby enabling him to read and understand what he is reading.

Branca, Albert A. PSYCHOLOGY: THE SCIENCE OF BEHAVIOR. Boston: Allyn and Bacon, Inc., 1968. This book presents a well rounded treatment of general psychology. Materials of historical importance are included to show the logical development of psychology. Where possible, applications of psychological principles are discussed and highlighted by examples. Includes a teacher's manual.

Froman, Robert. THE GREAT REACHING OUT: HOW LIVING BEINGS COMMUNICATE. Cleveland: The World Publishing Co., 1968. The author tells the fascinating story of how man and the other animals communicate with one another as well as with others of their own species. More than fifty detailed spot drawings supplement the author's up-to-date and informative text.

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Goldschmit, Walter, ed. WAYS OF MANKIND: THIRTEEN DRAMAS OF PEOPLES OF THE WORLD AND HOW THEY LIVE. Boston: Beacon Press, 1954. Out of print. Originally used as scripts for radio, each drama has an introduction and complete script. The focus: cultural anthropology. Although this book is out of print, copies may be examined in Dearborn, Michigan. An album of recordings adapted from the book is available. See entry under Recordings.

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HOW TO STUDY. Greenfield, Massachusetts. Channing L. Bete Co., Inc. (Cat. #A 403). Scriptographic booklet which "combines key words and graphics wherever possible to increase understandings and speed communication". This booklet covers: note taking, using reference sources, how to write a report, test taking, keeping in good physical shape.

Kelner, Bernard G. LEARN HOW TO STUDY. Chicago: Science Research Associates, Inc., 1961. A workbook of information and exercises to increase a student's learning efficiency. Includes suggestions for reading textbook material more efficiently, writing reports, memorizing facts and preparing for tests.

Lindgren, Henry Clay. EDUCATIONAL PSYCHOLOGY IN THE CLASSROOM. New York: John Wiley, 1967. This textbook attempts to reflect the major dimensions of experimental programs in behavioral sciences, incorporating theory, research, and techniques from personality, social, clinical, and developmental psychology.

McBain, W. N. and R. C. Johnson. THE SCIENCE OF OURSELVES. New York: Harper & Row, 1962. A book of psychology written for the young student. Explains behavior patterns of people and animals.

Mueller, Conrad G., Mae Rudolph and Editors of Life. LIGHT AND VISION. Life Science Library Series. New York: Time-Life, 1966. "This book tells what science has learned through the ages about light and vision, describes the vital findings and charts the areas still to be explored. Each chapter has a supplementary picture essay that may be read independently."

Nidetch, Jean. THE STORY OF WEIGHT WATCHERS. New York: W/W Twenty-first Corp., 1970. "This is an intriguing story of how a fat Brooklyn girl, who grew up to be an even fatter Queens housewife, developed the first internationally proven system of weight reduction.

Smiley, Marjorie B., John J. Marcatante and Jacqueline Tilles. REBELS AND REGULARS. Macmillan Gateway English Series. New York: Macmillan, 1967. Short stories about people who must decide whether to go along with the majority or to stand alone with the minority. Identification with the situations is easy for students because they have faced similar decisions and will continue to face them throughout life.

Smiley, Marjorie B., Domenica Paterno and Betsy Kaufman ed. WHO AM I? Macmillan Gateway English Series. New York: Macmillan, 1966. Short stories, poems and a play about young people in search of their identity. Students reading these stories draw their own conclusion as to what each character is like through clues to their feelings, actions and personality.

Weitzman, Ellis. GROWING UP SOCIALLY. Chicago, Illinois: Science Research Associates, 1949. SRA pamphlet #5-510 from Guidance Series Booklets. Discusses social maturity, living in a social world, facing up to life squarely and contrasts maturity and immaturity.

FILMS

BARBARA - Interlude Films. Distributed by Hank Newenhouse, 1825 Willow Road, North Brooks, Illinois, Color. 7 minutes. "Story of a girl who learns that extreme individualism is as foolish as is blind conformity. A film treatment on conformity."

BERFUNKLE - Northfield, Illinois. Hank Newenhouse, Inc. Color. 16 minutes. "Berfunkle" is a word which doesn't exist, of course. It is the only word used in the film. It is shouted and whispered and pleaded and growled. It is interpreted in so many different ways in the film that communicator and communicants are completely frustrated.

EYE OF THE BEHOLDER - Everly Hills, California. Stuart Reynolds Production. Color. 24 minutes. A dramatization which develops the theme that no two people see the same thing or situation in the same way.

I WONDER WHY? - Contemporary Films. 6 minutes. Short photographic essay of the love and life of a young negro girl who "wonders why some people don't like me". A prize-winning film.

LANGUAGE AND COMMUNICATION - (Debt to the Past Series) Whittier, California: Moody Institutes of Science. Color. 17 minutes. "Depicts such varied means of communication as spoken, unspoken and written language. Presents three stages in the development of written language; pictographic, ideographic and phonetic. Discusses phonemes and the history of the alphabet. Demonstrates the power of language for good and evil, and stresses the need for man to use the great gift of language for worthy and constructive purposes."

ROCK IN THE ROAD - Film Associates. 6 minutes. A film on moral and ethical values. When a man stumbles and falls in a hole, do you help him or laugh at him and set the rock again so another man will do the same?

STEPS TOWARD MATURITY AND HEALTH - Clendale, California: Disney Films. Color. 12 minutes. "Discusses the physical, mental, and social aspects of health from fetus to maturity."

THINKING MACHINES - (Horizons of Science Series) Princeton, N.J. Produced in Assocation with Educational Testing Service. Color. 20 minutes. "With Claude Shannon of MIT, Alex Berstein of IBM, and Leon Harmon of Bell Laboratories, approach and experiment in making 'intelligence'. A mechanical mouse that learns by trial and error, a chess game against a giant computer, and a machine that recognizes visual patterns are highlights."

VISUAL PERCEPTION. (Horizons of Science Series) Princeton, N.J. Produced in Association with Educational Testing Service. Color. 20 minutes.
"With Dr. Hadley Cantril of Princeton--distortions which result from faulty assumptions are demonstrated with spectacular results by a prominent psychologist; the importance of sound assumptions to the success of scientific method is emphasized."

FILMSTRIPS:

FUNDAMENTALS OF THINKING. (Series) Jamaica, N.Y.; Eye Gate House, Inc. Color.
"Learning concept is outlined in nine filmstrips devoted to nine basic thinking skills."
1. Comparisons
2. Assumptions
3. Classifying
4. Critical Thinking
5. Problem Solving
6. Interpreting
7. Summarizing
8. Observing
9. Analyzing

SCHOOL SKILLS FOR TODAY AND TOMORROW. (Series) Chicago: Society for Visual Education, Inc. Color.
Titles of filmstrips in this series are as follows:
1. Why Study?
2. Preparing to Study.
3. Listening and Reading Skills.
4. What to Ask, How and Where to Find the Answers - Part I.
5. What to Ask, and Where to Find the Answers - Part II.
6. How to Take a Test.

These filmstrips help the students understand the need for study and learning. They explain how to plan and make the best use of study time, where to look for information, how to prepare for tests, how to take notes that are meaningful.

RECORDINGS:

WAYS OF MANKIND: THIRTEEN DRAMAS OF PEOPLES OF THE WORLD AND HOW THEY LIVE. Ed. by Walter Goldschmidt. National Association of Educational Broadcasters. University of Illinois. Urbana, Illinois.
Album of seven, double-sided, LP records. From a series of radio broadcasts on social anthropology. Scripts with introduction are found in Goldschmidt, WAYS OF MANKIND. See Bibliography "Books, Periodicals, and Pamphlets."

THE WORLD AS PEOPLE. Dudley Weeks. Detroit: Charles Nairn Production.
Words and music by Dudley Weeks, a talented singer, composer, and a remarkable young man who has chosen to dedicate his life to bringing help and understanding to people in various corners of the world.

POSTERS:

YOUR ATTITUDE IS SHOWING. Science Research Associates, Inc. Chicago, Ill., 1970.
Set of twelve posters illustrating various attitudes.

STUDENT BIBLIOGRAPHY FOR UNIT I

I am ME. I am an individual. I am different from everyone else. I want to be popular and have people like me. But, it is sometimes hard to make friends and get along with others. A great Greek philosopher answered this dilemma. He said, "know thyself". These two words contain the key to happiness and harmony.

This bibliography has been compiled to broaden your awareness and knowledge of yourself, your world and people with whom you want to live and must live. Included are biographies, prose and fiction. Read and begin to "know thyself".

FICTION

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UNIT TWO

THE ORIGIN AND PHYSICAL DEVELOPMENT OF MAN

UNIT II - THE ORIGIN AND PHYSICAL DEVELOPMENT OF MAN

UNIT PURPOSE

This unit is designed to increase the student's understanding of the essential sameness of all men and of the qualities which make every individual unique. By studying the origin and physical development of man; the nature of race and of the human attributes common to all men; and of the unique qualities each individual possesses, the major course purposes will be furthered. In the culminating unit, these understandings will be applied to human relations through a study of conflict, its causes, nature, and techniques of resolution.

UNIT OBJECTIVES

UNDERSTANDINGS

1. THAT THE EARTH IS VERY OLD IN COMPARISON TO THE AGE OF MAN.

The student who has this understanding can:

1.1 compare the age of the earth with that of man; the age of early man (prehistoric man) with that of civilized or historic man;
1.2 compare religious explanations with scientific theory about the origins of the earth;
1.3 describe the methods used by scientists to determine the age of the earth and of artifacts;
1.4 explain the ways in which scientists reconstruct life of the past.

2. THAT THE THEORY OF EVOLUTION PROVIDES A SCIENTIFIC EXPLANATION FOR MAN'S DEVELOPMENT AND PROGRESS.

The student who has this understanding can:

2.1 discuss the meaning of evolution and cite examples of its application;
2.2 trace the major steps in the evolutionary scale from the earliest life of man;
2.3 discuss the differences between reptiles and mammals;
2.4 describe how man differs from most other mammals;
2.5 explain similarities between man and the great apes;
2.6 discuss and give examples of changes which have occurred in man's physical make-up;
2.7 discuss man's ability to adapt to his environment.

3. THAT DESPITE EXTERNAL DIFFERENCES, ALL MEN ARE BASICALLY ALIKE.

The student who has this understanding can:

3.1 describe the basis on which the three major races are classified;
3.2 discuss the difficulties in classifying man in races;
3.3 cite some explanations for apparent racial differences;
3.4 describe the human attributes of all men, regardless of race;
3.5 discuss the irrationality of ascribing particular physical and emotional characteristics to race;
3.6 compare culture with race as a determinant of human behavior;
3.7 discuss the causes and nature of prejudice in human relations.

SKILLS OR ABILITIES

1. TO READ AND INTERPRET MAPS, CHARTS, GRAPHS, STATISTICAL TABLES AND SIMILAR DATA USED BY THE SOCIAL SCIENTIST.

The student who has this ability can:

1.1 read a map using the legend, scale, and other devices used by cartographers;
1.2 extract pertinent information from graphs, charts, and statistical tables containing data about the origins and development of the earth, of man, and of races.

2. TO LOCATE AND USE OTHER SOURCES OF INFORMATION ABOUT THE ORIGINS AND DEVELOPMENT OF THE EARTH, OF MAN, OF RACES.

The student who has this ability can:

2.1 use the library card catalogues, the Reader's Guide, bibliographies, and similar aides in locating sources of information;
2.2 use such basic sources of information as almanacs, atlases, and encyclopedias;
2.3 use the table of contents, glossary, and index of reference works.

3. TO INTERPRET, EVALUATE, AND ORGANIZE DATA ABOUT THE ORIGINS AND DEVELOPMENT OF THE EARTH, OF MAN, AND OF RACES.

The student who has this ability can:

3.1 prepare an outline or statement concerning the nature of the information needed;
3.2 collect, organize, and evaluate data obtained in research, selecting that which is pertinent.

4. TO PREPARE WELL ORGANIZED ORAL OR WRITTEN PRESENTATIONS.

The student who has this ability can:

- 4.1 prepare an outline of the presentation he plans to make based on the materials he has collected and evaluated;
- 4.2 select and use graphic materials and statistics when needed to clarify his presentation;
- 4.3 use standard English in making his presentation;
- 4.4 base his conclusions on evidence.

5. TO PARTICIPATE EFFECTIVELY IN GROUP SITUATIONS.

The student who has this ability can:

- 5.1 use democratic procedure when planning and working in group situations;
- 5.2 assume responsibility as a group member for his share in the attainment of group goals;
- 5.3 in group discussions, formal or informal, follow the rule of order or of politeness as indicated by the nature of discussion.

ATTITUDE

1. OF RESPECT AND APPRECIATION FOR THE SCIENTIFIC APPROACH TO THE ORIGIN OF THE EARTH AND LIVING ORGANISMS.

The student who has this attitude will:

- 1.1 see man's relationship in time to the earth and to other animals objectively;
- 1.2 appreciate scientific explanations for man's mental and physical development;
- 1.3 use critical thinking in examining man's past and future development and problems.

2. OF RESPECT FOR THE WORTH AND DIGNITY OF EVERY INDIVIDUAL AS A HUMAN BEING.

The student who has this attitude will:

- 2.1 examine and appreciate our physical and mental strengths and weaknesses;
- 2.2 appreciate and tolerate physical and mental similarities and differences in man;
- 2.3 view man's achievement as a combination of the genetic and environmental factors regardless of "race";
- 2.4 examine and be critical of his personal prejudice;
- 2.5 in his personal relationships, evaluate each person on individual merits;
- 2.6 exhibit his understanding of the uniqueness and brotherhood of man in his daily thinking and actions.

UNIT II - THE ORIGIN AND PHYSICAL DEVELOPMENT OF MAN

UNIT OUTLINE

I. Origin and Development of Life
    A. Age of the World
    B. Beginning of Life
    C. Source of Information
        1. Diggings for Relics and Artifacts
        2. Carbon Dating
        3. Charles Darwin
    D. How Evolution Works
        1. Genes
        2. Mutations
        3. Natural Selection
    E. Evolution and the Bible

II. Man's Place in the Animal Kingdom
    A. Classifying Life
    B. Mammals
    C. Primates
    D. Evolution of Homo Sapiens

III. The Races of Mankind
    A. Racial Classification
        1. Major Races
            a. Caucasian
            b. Mongoloid
            c. Negroid
        2. Minor Races
            a. Ainu
            b. Australoid
            c. Bushman
            d. Polynesian
    B. Basis of Racial Classification
        1. Skin Color
        2. Hair Texture
        3. Skull and Skeletal Structure
    C. Explanations for Racial Differences
        1. Climate
        2. Geographical Location
    D. Racial Fallacies
        1. "Pure" Races
        2. Blood Differences
        3. Intellectual Differences
    E. Racial Prejudice
        1. Causes
            a. Ignorance
            b. Cultural Influences
        2. Results
            a. Injustice
            b. Cultural Disharmony

UNIT II - INITIATORY ACTIVITIES

BASIC READING - STUDENT

Gregor, A. S. THE ADVENTURE OF MAN,
Introduction: "A Sense of Time".
Nurry, B. E., DAWN OF MAN, p. 4-6.
Vlahos, O., HUMAN BEGINNINGS,
"Man in Time", Ch. 6, p. 88-111.

SUPPLEMENTARY READING - TEACHER

BACKGROUND LISTENING AND VIEWING

Film: A WORLD IS BORN, Disney, 20 minutes.
Film: HISTORY LAYER BY LAYER, McGraw Hill, 23 minutes.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Age is relative. The earth is old. Man is young. Man is old; civilized man is young.

2. The age of civilized man as compared with the age of the earth is infinitesimal.

SKILLS AND ABILITIES

1. Participating in group discussion.
2. Interpreting charts.
3. Using a glossary

ATTITUDES

Willingness to see man's relationship in time to the earth objectively.

SUGGESTED STUDENT ACTIVITIES

1. Using the inquiry approach place the following questions on the board. (These questions represent the goals of the unit, and they should function to stimulate thinking and preliminary discussion. Be sure to have each student place the questions in his notebook, since they will serve as long term goals for the unit.

   1.1 What is Man? (opinion)
   1.2 Where did man come from?
   1.3 How old is man?
   1.4 How can we account for individual physical differences?
   1.5 What social sciences deal with the origin and development of man?

   Elicit answers from the class as to what they think the possible answers are to the above four questions. After discussion, in order to demonstrate growth in understandings, have students jot down what they think the possible answers are.

2. Show film: A WORLD IS BORN. (Film is lacking in scientific authenticity but shows basic concepts.) Ask questions such as:

   2.1 What is Mr. Disney trying to tell us in this film? (Earth and life are ever changing.)
   2.2 What two kinds of changes are demonstrated in this film? (Involuntary: earthquakes and volcanoes.)
   2.3 Teacher might want to go into research work on the origin of the earth.

3. The ADVENTURE OF MAN, Introduction: "Sense of Time". Have students identify the purpose of Hedley Atkins chart. (Civilized man has been on earth an extremely short period of time compared to the earth's age.) Ask the following questions, but do not allow the students to answer the question with a question.

   3.1 What is the most important idea that Mr. Gregor, the author, wants you to understand? (Length of time that man has been on earth.)
   3.2 How does he support or illustrate his idea? (a) Count your ancestors for 200 generations, and you will arrive at a point in time before man kept records. (b) We are heirs of the caveman. (c) No one knows the whole truth; slowly, we are finding bits and pieces of man's past.
   3.3 Are there any secondary ideas in this article? If so, what are they? (a) The varieties of mankind are many. (b) Man lived in several locations. (c) Anthropologists use many methods to study the history of man.

4. Begin a glossary of terms to be continued throughout the unit. Elicit from the class words new to them which they believe should be recorded as a glossary.

5. Read to class: At 3:17 p.m., E.S.T., July 20, 1969, Neil Armstrong stepped from the Apollo 11 Eagle onto the moon. He said, "That's one small step for man, one great leap for mankind." Ask for answers to questions, such as:

   5.1 What did he mean?
   5.2 What will be the next step for man? (Space platform where the crew will remain for two to four months.)
   5.3 What problems will he have to solve for a space platform? (A new type of power; bath and toilet facilities; exercises for the crew; compatibility of the crew; change of clothing.)
   5.4 In what ways will this benefit mankind? (study storm patterns and learn how to lessen strength of the storm.)
   5.5 How would you design the living quarters for a space platform?

UNIT II - DEVELOPMENTAL ACTIVITY #1

BASIC READING - STUDENT

THE BIBLE, "BOOK OF GENESIS", Ch. 1-2.
Freed, Stanley and Ruth, MAN FROM THE BEGINNING, "A World Before Man", Introduction and Ch. 1.

SUPPLEMENTARY READING - TEACHER

Amith, Ruth, ed., THE TREE OF LIFE.
Hertzberg, Hazel, THE GREAT TREE AND THE LONGHOUSE.
Leach, Maria, THE BEGINNING: CREATION MYTHS AROUND THE WORLD.

BACKGROUND LISTENING AND VIEWING

Recordings: GOD'S TROMBONE AND OTHER SPIRITUALS, Fred Waring and his Pennsylvanians, Decca (33 1/3 RPM)
Film: DR. LEAKEY AND THE DAWN OF MAN, EBC 27 minutes.
Filmstrip: THE SUN'S AWESOME IMPACT, New Portrait of Our Planets, Series, NYT.
Tape: THE BIBLE AS LITERATURE, EMC, Track 1-2.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. According to anthropologists life was created from one cell.

2. There are different ways by which we are able to learn about early life.

3. Man attempts to explain the unexplainable: the religions of the world present varying answers.

4. A theory is an idea based upon evidence which may or may not be reliable.

SKILLS AND ABILITIES

1. Listening
2. Discussing
3. Paragraphing

ATTITUDE

Willingness to examine and respect various interpretations of creation, religious and scientific.

Before starting suggested student activities introduce and discuss the purpose and the use of the student bibliography found at the end of Unit II.

SUGGESTED STUDENT ACTIVITIES

Have students begin background reading.

1. First have each student write his idea of the creation of man. Then have him research other versions of this significant question.

2. Use the recording, GOD'S TROMBONE. (This is a Negro Spiritual version of the story of Creation.) What is the Negro Version of the Creation?

3. Show the film DR. LEAKEY AND THE DAWN OF MAN. What is Dr. Leakey's version of the creation of man?

4. Read from the BIBLE, "BOOK OF GENESIS", Ch. 1-2. What is the version of Creation according to the Jews and the Christians?

5. Play the tape THE BIBLE AS LITERATURE: Track 1. The Creation of Adam and Eve.
   Track 2. The Story of Noah.

6. From Leach, Maria. THE BEGINNING: CREATION MYTHS AROUND THE WORLD, read such selected versions as:

   6.1 American Indian. Jicarilla Apache, Mexico. "Fit to Live", p. 72-74.
   6.2 Africa, Belgian Congo. "From Bumba", p. 145-147.
   6.3 Oceania. Babopo: Philippine Islands, Indonesia. "First Noses", p. 164-165 (this is a marplot).
   6.4 China. "Something from Nothing", p. 224-226.

7. Design a creation story for the people on the moon.

8. Continue the glossary.

9. Begin a discussion of "The Sun's Awesome Impact" from NEW PORTRAIT OF OUR PLANETS with a question such as: Why do people believe the sun is the source of life?

10. In your opinion, why did Frank Borman choose to read from the Bible, "In the beginning God . . ." when the Apollo 8 spacecraft made the first lunar orbit on December 24, 1968?

UNIT II - DEVELOPMENTAL ACTIVITY #2

BASIC READING - STUDENT

Gregor, A. S. ADVENTURE OF MAN, "Fossils and Refuse Heaps". Ch. 10, p. 69-74, "Tools of Stone", Ch. 11, p. 75-81.
Nurry, B. E. THE DAWN OF MAN, p. 2-15.

SUPPLEMENTARY READING - TEACHER

Cornwall, I. W. THE MAKING OF MAN, "Dating", Ch. 1, p. 13.
Michener, J. THE SOURCE.
Payne, Melvin M., "Family in Search of Prehistoric Man, NATIONAL GEOGRAPHIC MAGAZINE February, 1965, V. 127, #2 p. 194-231.
Payne, Melvin M. "Preserving the Treasures of Olduvai Gorge", NATIONAL GEOGRAPHIC MAGAZINE, November, 1966, V. 130, #5 p. 701-709.
Rhodes, Frank N. T. FOSSILS.
Stokes, W. ESSENTIALS OF EARTH HISTORY. "The Measurement of Time", Ch. 2, p. 2-15.

BACKGROUND LISTENING AND VIEWING

Film: Archeology: PURSUIT OF MAN'S PAST, Stanton, 16 minutes.
Film: CAVE DWELLERS OF THE OLD STONE AGE, 18 minutes. EBC
Filmstrip: THE EPIC OF MAN Series, Life, 8 strips.
Filmstrip: PUTTING FOSSILS TO WORK, EBC, 5 strips.
Kit: FOSSILS OF MICHIGAN, 18 fossils, Rock-hound Club.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Fossils and artifacts show change.
2. The past can shed light on the present.
3. There are methods by which scientists can determine with reasonable accuracy when and how life existed.

SKILLS AND ABILITIES

1. Oral reporting
2. Organizing and classifying
3. Using charts
4. Note taking
5. Using READER'S GUIDE

ATTITUDES

Willingness to employ scientific methods in investigations.

SUGGESTED STUDENT ACTIVITIES

1. Show film PURSUIT OF MAN'S PAST or pictures from the NATIONAL GEOGRAPHIC MAGAZINE on Dr. Leakey's finds. Bring in fossils and artifacts (arrowheads, antiques, and collector's items to stimulate interest.) Keep these questions in your notebook:

1.1 What's the importance of these archeological digs?
1.2 Why do we look at fossils and artifacts? What will they tell us?
1.3 Could the past be a clue to the present? How?
1.4 How do we know the age of these fossils and artifacts?

2. Assign the basic reading. Have each student take notes on the different methods of dating fossils and where to look for them. Make a chronological listing of tools. Show filmstrips: "How Fossils are Formed" and "Fossils and the Relative Ages of Rocks" from PUTTING FOSSILS TO WORK. Discuss how fossils are made and where to look for them. Suggested questions:

   2.1 What's missing?
   2.2 What do we know?
   2.3 What's the controversy?

3. Do research from newspapers and magazines for information on current digs. Try to get information on digs locally near home. Be able to report on the findings, and how they relate to us. What do these findings indicate about that particular period?

4. Using items commonly found in the classroom and examples of fossils and artifacts direct the class to look at the past the way future anthropologists will look at us.

   4.1 Show filmstrips: "Man Inherits the Earth" and "Stone Age People Today", EPIC OF MAN series.
   4.2 Using class room items ask these questions: (chair, pencil, pencil sharpener)

      4.2.1 Could future man determine much about our use of this item and of our society in general?
      4.2.2 What would these items tell them about us?
      4.2.3 How would a man analyze these items: (taste, touch, weight, hardness, durability, dating)?

   4.3 Using fossils, artifacts or collectors items:

      4.3.1 What was the use of artifacts?
      4.3.2 What was the stage of development of the fossilized plant or animal, or of the man who used the artifact?
      4.3.3 Can we place these items in an approximate time period from available evidence?

5. Take the class on a field trip to find fossils. Classify the finds according to a fossil guide. Find out what era or period they're from.

   5.1 Sample:

      5.1.1 Find a site where fossils are plentiful.

- 5.1.2 Usually there is a release and indemnity agreement required if the site is a commercial operation.
- 5.1.3 Send information sheet and permission slips to parents. The information sheet should inform the students and parents about what equipment will be needed, such as old clothes, dress as weather indicates, packed lunch, something to drink, hammer or small pick, chisel, basket or box for fossils, heavy shoes, gloves.
- 5.1.4 Find out what type of lavatory facilities exist.
- 5.1.5 Before going discuss with students what types of fossils will be found and how to remove them without breakage.
- 5.1.6 Take a first aid kit.
- 5.1.7 For those in the Michigan, Ohio and Indiana the quarry of the Medusa Portland Cement Co. near Toledo, Ohio permits fossil hunting but requires a release and indemnity agreement.

5.2 Show FOSSILS OF MICHIGAN KIT and explain what they can look for on the trip. These suggestions can be a help in their classification.
5.3 Use Golden Nature Guide book, FOSSILS, for classification of finds.
5.4 ESSENTIALS OF EARTH HISTORY, p. 84, for another guide.

6. Write a paragraph summarizing the following:

6.1 What would you have anthropologists know about us?
6.2 If you were to leave present day items, anything and everything we use, for future generations, what would you choose as most important?
6.3 What could they tell about our way of life, our advancement, and our social problems?

7. Continue the glossary.

8. Assign a paper based on the following situation: You are a scientist representing some country. You are to be sent to an unexplored region (Africa). Your country will reward you if you find the best evidence of early man.

8.1 In your paper state what country you represent and how you will plan your expedition.
8.2 Using an atlas, locate a probable site and include a description of it in your paper.
8.3 List the equipment you will need to live and work at this location.

UNIT II - DEVELOPMENTAL ACTIVITY #3

BASIC READING - STUDENT

Gregor, A. S., ADVENTURE OF MAN, "Man is a Primate", Ch. 2, p. 7-9.
Nurry, B. E., DAWN OF MAN, p. 7-9.
Vlahos, O., HUMAN BEGINNINGS, "Man Amongst the Primates", Ch. 2, p. 29-37.

SUPPLEMENTARY READING - TEACHER

Howells, W., MANKIND IN THE MAKING, "The Primates", Ch. 4, p. 62-84.
Lucas, J. M., MAN'S FIRST MILLION YEARS, "Man's Early Ancestors", p. 9.
Stokes, W., ESSENTIALS OF EARTH HISTORY, "The Coming of Man", Ch. 15., p. 353-355.

BACKGROUND LISTENING AND VIEWING

Film: WHAT IS A MAMMAL? EBC, 15 minutes.
Film: LIVING MAMMALS, IFM, 18 minutes.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Man is a member of the animal kingdom.
2. Man is a mammal of the primate order.

SKILLS AND ABILITIES

1. Constructing charts and graphs
2. Classifying
3. Note taking
4. Outlining

ATTITUDES

1. Willingness to see man's relationship to other animals objectively.
2. Willingness to view man as a member of the animal kingdom.

SUGGESTED STUDENT ACTIVITIES

1. Develop the basic understandings to be covered in this unit by the use of pictures, discussion or a question such as: Is man an animal? Record this question in your notebook.

2. Direct the students to the assigned readings listed above to answer the following questions:

   2.1 What are the characteristics of mammals?
   2.2 What are the characteristics of primates?
   2.3 What makes man (a primate) unique amongst the mammals?

   Direct a general discussion based on the assigned reading materials.

3. Construct a primate family tree (chart) showing how man evolved from the low order of primates and find other charts in other books. Use HUMAN BEGINNINGS, p. 37, as an example. Make additions to this tree as we learn more. (This can be a bulletin board exercise)

4. Construct a chart or graph which would reveal man's classification in relation to simple organisms. See ADVENTURE OF MAN.

4. Construct a chart or graph which would reveal man's classification in relation to simple organisms. See ADVENTURE OF MAN.

5. Place on the blackboard a list of new terms used in this reading lesson and add to the continuing glossary.

6. Give a vocabulary quiz based on the list of new terms used in this activity.

7. Teacher can have students take notes on or outline readings, depending on student's needs.

UNIT II - DEVELOPMENTAL ACTIVITY #4

BASIC READING - STUDENT

Gregor, A. S., THE ADVENTURE OF MAN, "The Apes and Man", Ch. 5, p. 21-34.
Lucas, C., MARVELOUS MONKEYS OF JAPAN, Reader's Digest, V. 93, November 1968, p. 122-126.
Morris, Desmond, THE NAKED APE, condensed in Reader's Digest, July 1968, V. 93, No. 555, p. 61-65.
Nurry, B. E., DAWN OF MAN, p. 20-24.
Vlahos, O. HUMAN BEGINNINGS, "Man Among the Primates", Ch. 2, p. 37-43.

SUPPLEMENTARY READING - TEACHER

Howells, William. MANKIND IN THE MAKING, "Man and the Anthropoids", Ch. 5.
Janusch, John. ORIGIN OF MAN, "Pongidae", Ch. 18.
Life, THE EPIC OF MAN, "Emergence of Man", Ch. 1.
Piggott, Stuart. THE DAWN OF CIVILIZATION, "The First Half Million Years", Ch. 1.
Pfeiffer, John. THE SEARCH FOR EARLY MAN, "Ape Men of Africa", Ch. 2.

BACKGROUND LISTENING AND VIEWING

Film: APE AND CHILD STUDY, Yale Univ., 11 minutes.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Man bears a resemblance to the Great Apes, but there are striking differences as well.
2. Man is superior to the Great Apes because of certain physical and mental abilities.
3. Anthropologists believe that man and ape have a common ancestry. They do not believe that man descended from the ape.

SKILLS AND ABILITIES

1. Note taking
2. Charting
3. Paragraphing

ATTITUDES

Willingness to examine and appreciate interpretations of man's lineage.

SUGGESTED STUDENT ACTIVITIES

1. Develop the basic understandings by pictures and discussion; start with a question such as: *Did man descend from the ape?* This is to be recorded in his notebook.

2. Assign the basic readings listed above. Have the class take notes to answer the above question.

3. Continue the glossary of terms. Establish the meaning of terms used in biological classification. See chart, THE ADVENTURE OF MAN, p. 8.

4. Use any or all of the following ideas:

    4.1 Read "Marvelous Monkeys of Japan".
    4.2 Read "The Naked Ape".
    4.3 Make a chart comparing the "The Great Apes and Man".

5. Show the film APE AND CHILD STUDY. Following the filming discuss the similarities of and differences between the young child and the young ape.

6. Write a paragraph comparing the "The Great Apes and Man".

UNIT II - DEVELOPMENTAL ACTIVITY #5

BASIC READING - STUDENT

Campbell and Howell, EARLY MAN (kit form).
Gregor, A. S., THE ADVENTURE OF MAN, "The First Man", Ch. 7.
Nurry, B. E., DAWN OF MAN, p. 25-41.
Vlahos, O., HUMAN BEGINNINGS, Ch. 1, "Climbing Our Family Tree", p. 19-28, Ch. 5, "Man Among Men", p. 73-87.

SUPPLEMENTARY READING - TEACHER

Campbell, Bernard. HUMAN EVOLUTION, "The Origin of Man", Ch. 11.
Howells, William. MANKIND IN THE MAKING, "Man and the Anthropoids", Ch. 15.
Wendt, Herbert. IN SEARCH OF ADAM, "The Origin of the Species", Ch. 9.

BACKGROUND LISTENING AND VIEWING

Multi-Media: EXPLORING HUMAN DIFFERENCES: THE COLOR OF MAN. Random House.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Anthropologists believe the earliest forms of human life began nearly two million years ago.
2. There are substantial differences between early forms of man and modern man (Homo-Sapiens).
3. There have been many forms of man in the last two million years.

SKILLS AND ABILITIES

1. Map making
2. Charting
3. Paragraphing

ATTITUDES

Willingness to see that man's ability to adapt to his environment makes him superior in the animal kingdom.

SUGGESTED STUDENT ACTIVITIES

1. Develop the basic understandings by pictures, tapes and discussion. Start with questions such as: How old is man? Was man's physical appearance always like it is today? Have the student record these questions in his notebook.

2. Assign the basic readings listed above. Have the student take notes to answer the questions raised in the previous discussion.

3. Make a map showing the location and time of man. Color code the map to show: Early Man, Early Forms of Man and Modern Man. (see page 68)

4. Chart the physical characteristics of each form of man. Be sure to include the time of man's appearance on earth.

UNIT II - DEVELOPMENTAL ACTIVITY #5

1. Use a desk outline map of Eastern Hemisphere and an Atlas.
2. Color code each major heading.
3. Have students transfer key to map.

Red DROP THECINE

1. Ramapithecus (India)
2. Kenyap Thecus (Kenya)

Blue AUSTRALOPITHECINE

1. Australopithecus (Transvaal)
2. Zinjanthropus (Tanzania)
3. Homo Habilis (Tanzania)

YELLOW HOMO ERECTUS

1. Pithecanthropus (Java)
2. Sinanthropus (Peking)
3. Germany
4. Algeria
5. Tanaznia

GREEN HOMO SAPIENS (Early)

1. Steinheim (Germany)
2. Swanscombe (England)

ORANGE HOMO SAPIENS (Neanderthal)

1. Germany
2. Belgium
3. France
4. Italy
5. Yugoslavia
6. U.S.S.R.
7. Iraq
8. Israel (Galilee)
9. Morocco
10. Zambia (Rhodesian)
11. Java (Solo)

PINK HOMO SAPIENS FIRST (Modern Man)

1. Czech
2. France (Cro-Magnon)
3. Italy
4. U.S.S.R.
5. Lebanon

5. Chart the brain sizes of Chimp, Australopithecus, Homo Erectus and Neanderthal. (See chart on page 70)

    5.1 Give students the blank chart and the ranges in size of each species, and have them complete the chart.
    5.2 Do all members of the Chimp species have smaller brain capacity than members of the Australopithecus? (No)
    5.3 Did all members of the Australopithecus species have a brain capacity smaller than all the members of the Homo Erectus species? (Yes)
    5.4 Did all the members of the Neanderthal species have a larger brain capacity than all the members of the Homo Erectus species? (No)
    5.5 Teacher may want student to research other brain sizes of early man.

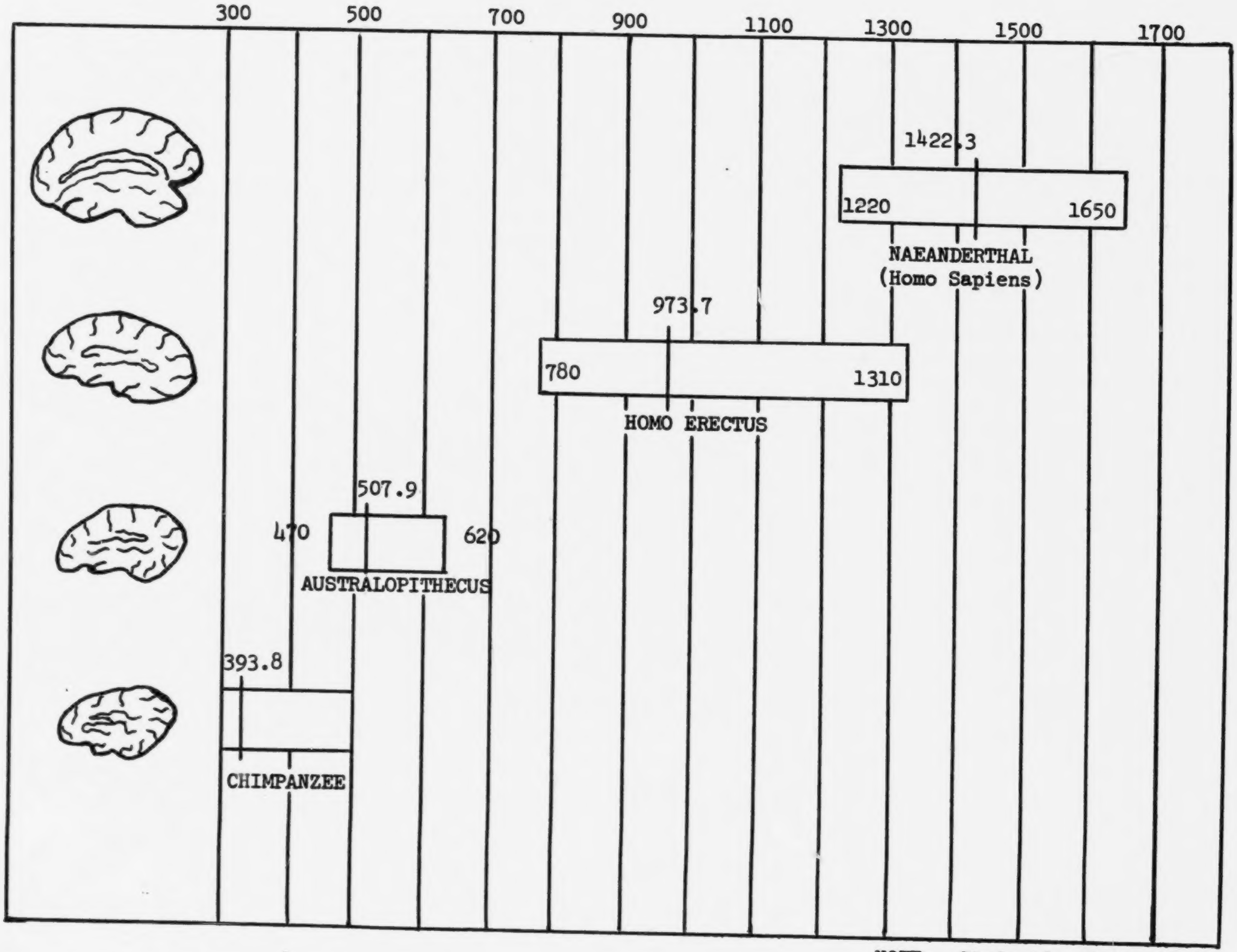
6. Choose one of the three categories of man and write a paragraph describing his physical environment.

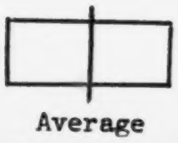
7. Write a paragraph comparing early man and modern man.

8. Continue the glossary of terms.

9. THE COLOR OF MAN; EXPLORING HUMAN DIFFERENCES, kit can be used as a supplement in this area. This kit is excellent but the teacher should emphasize the goals that a social scientist would like to reach not those that a physical scientist would want. Use questionnaires from this kit now and save for evaluation later.

EVOLUTION OF THE HUMAN BRAIN





= Range in size in cubic centimeters

Drawing by Matt Greene from Early Man
(c) 1965 Time Inc.

NOTE: Student's chart should include outline of Frontal Lobes and names but not bars or figures.

UNIT II - DEVELOPMENTAL ACTIVITY #6

BASIC READING - STUDENT

Gregor, A., THE ADVENTURE OF MAN, p. 56-58 and 99.
Lawrence, Gerome and Lee, Robert E. INHERIT THE WIND (play).
Nurry, B., DAWN OF MAN, p. 16-18.
Vlahos, O., HUMAN BEGINNINGS, "Man Among Men", Ch. 5, p. 73.

SUPPLEMENTARY READING - TEACHER

Darwin, Charles. THE DESCENT OF MAN.
Freed, S. MAN FROM THE BEGINNING, Ch. 1.
Janusch, J. ORIGINS OF MAN, Ch. 1.

BACKGROUND LISTENING AND VIEWING

Filmstrip: DARWIN'S WORLD OF NATURE SERIES. Life.
Recordings: Murrow, E. R., I CAN HEAR IT NOW, Vol. 1, Columbia.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. The Theory of Evolution was formulated by Charles Darwin.
2. Evolution is a process of continuous and gradual change.
3. Evolution works by processes which involve natural selection and mutations caused by different combinations of genes.

SKILLS AND ABILITIES

1. Note taking
2. Increased vocabulary
3. Writing short paragraphs

ATTITUDE

Willingness to see man's physical development in a continual process of change.

SUGGESTED STUDENT ACTIVITIES

1. By question, pictures, and discussion, develop the basic ideas to be covered in the unit. Example:

    1.1 What is the meaning of evolution?
    1.2 Who was Charles Darwin?
    1.3 How can we support the theory of evolution?

2. Show filmstrips: "Darwin Discovers Nature's Plan" and "Evolution Today". From the filmstrips, place on the blackboard pertinent information in sentence form, to satisfy the above listed basic understandings. This will show the students a way to take notes.

3. Assign the student reading listed above. Direct them to take notes on the reading in sentence form, underlining the new words and looking up and writing down the meanings.

4. As another interest source play the recording, "I can Hear It Now", Vol. 1, Edward R. Murrow.

5. Use the new terms: natural selection, mutations, genes, adaptation, and gradual change. Direct the students to the basic reading assignment, review the meanings of these terms and then put them into a short paragraph.

6. Continue the glossary in student notebooks.

7. Read excerpts from the play, INHERIT THE WIND.

UNIT II - DEVELOPMENTAL ACTIVITY #7

BASIC READING - STUDENT

Gregor, A. S., THE ADVENTURE OF MAN, "The Fire Makers", Ch. 9.
Nurry, B., THE DAWN OF MAN, p. 26-29.
Vlahos, O., HUMAN BEGINNINGS, "Tools Weapons, and Fire Makers", Ch. p. 123-124.

SUPPLEMENTARY READING - TEACHER

Cornwall, I. W., THE MAKING OF MAN, p. 41-42.
Life, ed., THE EPIC OF MAN, "Moments of Decision: The Mastery of Fire, p. 17.

BACKGROUND LISTENING AND VIEWING

BASIC UNDERSTANDINGS

KNOWLEDGE

1. The earliest forms of "Homo Erectus" lived in different places.
2. Man's ability to discover and invent made it possible for him to adapt to his environment and to survive.

SKILLS AND ABILITIES

1. Interpreting pictures
2. Note taking and organizing
3. Map constructing

ATTITUDES

Willingness to appreciate man's creative and adaptive ability.

SUGGESTED STUDENT ACTIVITIES

1. Develop the basic understandings to be covered in this unit by use of pictures, discussion, or a question such as: What was man's first source of power that did not come from his own muscles?

2. Assign the basic readings to guide the students. Pose questions such as:

   2.1 What were the earliest forms of "Homo Erectus"?
   2.2 In what parts of the world have they been found?
   2.3 What are some possible explanations as to how man first learned to use fire?
   2.4 What are some uses that man has made of fire?

3. Use the colored illustration, THE EPIC OF MAN, Life ed. p. 16-17, to stimulate discussion on question 2.3 as listed above.

4. Direct a general discussion using the reading material and notes as a basis for this discussion.

5. Construct a map locating places where various examples of "Homo Erectus" have been found.

6. Make mock-up clay models showing similarities between skulls of Peking Man, Heidelberg Man, and Modern Man. See THE ADVENTURE OF MAN, p. 66.

7. Continue the glossary in their notebooks.

UNIT II - DEVELOPMENTAL ACTIVITY #8

BASIC READING - STUDENT

Benedict, Ruth and Gene Weltfish. THE RACES OF MANKIND, p. 1-14.

Cohen, Robert and Hegman. THE COLOR OF MAN, (use with multi-media kit - see below).

Edel, May. THE STORY OF PEOPLE, "Does Race Make A Difference?", Ch. 12. p. 160-185.

Gregor, A. S., THE ADVENTURE OF MAN, "The Races of Man", Ch. 16, p. 116-127.

SUPPLEMENTARY READING - TEACHER

Campbell, Bernard G., HUMAN EVOLUTION, Ch. 1, p. 1-16.

Howells, William. MANKIND IN THE MAKING, "Races of Man", Ch. 18, p. 265. "Evolution", Ch. 1, p. 13.

BACKGROUND LISTENING AND VIEWING

Film: WHAT COLOR ARE YOU? McGraw-Hill, 15 minutes.

Film: PEOPLE ARE ALIKE AND DIFFERENT. Coronet, 11 minutes.

Film: BROTHERHOOD OF MAN. IFF, 11 minutes.1F

Multi-Media Kit: EXPLORING HUMAN DIFFERENCES: THE COLOR OF MAN, Random House.

Transparencies: Anthropology: DIFFERENCES BETWEEN RACES. 3M Co.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. There are controversies over ways of classifying races.
2. There are certain physical differences among primary races.
3. People are basically the same despite external physical differences.

SKILLS AND ABILITIES

1. Classifying
2. Note taking
3. Formulating generalizations
4. Critical thinking

ATTITUDE

1. Willingness to examine scientific explanations for man's physical differences.
2. Willingness to view man's similarities rather than his dissimilarities.

SUGGESTED STUDENT ACTIVITIES

1. Show film, WHAT COLOR ARE YOU?, to introduce lesson and begin a discussion of physical differences.

2. Show transparencies, DIFFERENCES BETWEEN RACES or film PEOPLE ARE ALIKE AND DIFFERENT, to show differences and similarities of men.

3. Assign readings in ADVENTURE OF MAN and RACES OF MANKIND. Show film, BROTHERHOOD OF MAN, based on pamphlet, RACES OF MANKIND.

3.1 Put new words in glossary.
3.2 Review mutation, hybridization, natural selection, isolation, migration.
3.3 Why is it difficult to classify people in race categories? How many race categories are there?
3.4 According to ADVENTURE OF MAN, what does "race" mean? In what ways is man changing? What is the relationship between skin and eye coloring and climate?

4. From the students' readings concentrate on the similarities of all men. Have them list as many similarities as they can recall.

5. To test the students' understanding of man changing and evolving (natural selection, etc.) have the students describe an imaginary climate and the kind of man who would be most able to survive there. They might also want to include a picture.

6. Use the kit, EXPLORING HUMAN DIFFERENCES: THE COLOR OF MAN, section 1, "The First Facts" (biology) and section 3, "All Men Are Brothers". (anthropology)

UNIT II - DEVELOPMENTAL ACTIVITY #9

BASIC READING - STUDENT

Benedict, Ruth and Gene Weltfish. THE RACES OF MANKIND, p. 14-24.
Cohen, Robert. THE COLOR OF MAN, "The Idea of Color", Ch. 7, p. 80-98.

SUPPLEMENTARY READING - TEACHER

Lambert, W. L., CHILDREN'S VIEWS OF FOREIGN PEOPLES.

BACKGROUND LISTENING AND VIEWING

Film: PICTURES OF YOUR MIND, Coronet, 17 minutes.
Film: BOUNDARY LINES, IFF, 11 minutes.
Film: BROTHERHOOD OF MAN, 11 minutes.
Filmstrip: EXPLODING THE MYTHS OF PREJUDICE, 2 parts, 10 minutes each with tape. Warren-Schloat.
Multi-Media Kit: EXPLORING HUMAN DIFFERENCES: THE COLOR OF MAN. Random House.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Prejudice is found in all facets of everyday life.
2. There are many causes of prejudice.
3. Race does not make one person superior to another.

SKILLS AND ABILITIES

1. Impromptu speaking
2. Critical thinking

ATTITUDE

1. Willingness to recognize and examine one's own prejudices.
2. Willingness to accept achievement as not the product only of environment, opportunity, and education.
3. Willingness to recognize and examine social stereotypes.

SUGGESTED STUDENT ACTIVITIES

1. Assign basic readings. Elicit from the students their meaning of prejudice. Define and discuss prejudice.
    - 1.1 List on the blackboard all the cliches the students have heard: Example: "Negroes are lazy", "Redheads have a temper".
    - 1.2 Point out examples of social, economic, and political prejudices.
2. Show filmstrip, EXPLODING THE MYTHS OF PREJUDICE.
3. From their reading (or film) have them list causes of fear and suspicion that may lead to prejudices.
    - 3.1 Show film, BOUNDARY LINES.
    - 3.2 Show film, PICTURES OF YOUR MIND.

4. Discuss ideas of superiority and inferiority. Is the basis of these racial or environmental? Use the chart in THE RACES OF MANKIND, p. 18.

   4.1 Point out historical incidents showing the effects of "racial superiority" ideas. Hitler, KKK.
   4.2 Show film BROTHERHOOD OF MAN or recall it from lesson 8.

5. Have the students write a theme on their personal prejudices. Do they know why they (causes) have these prejudices? Can they overcome them? Should they or shouldn't they try to recognize them and understand them?

6. Have the students write down on a piece of paper, anonymously, one prejudice they believe in or have heard. Collect these. Have each student draw one from a box. Allow a few minutes for reading and mental organization. In turn, have each student read his statement aloud and orally rebut or criticize its fallacy or illogic.

7. Use the kit, THE COLOR OF MAN, EXPLORING HUMAN DIFFERENCE: Sections: (4) The History of Color and (5) Human Color Today.

UNIT II - CULMINATING ACTIVITIES

BASIC READING - STUDENT

Students should locate and use their own resource materials

BACKGROUND LISTENING AND VIEWING

SUPPLEMENTARY READING - TEACHER

BASIC UNDERSTANDINGS

KNOWLEDGE

1. That Earth is very old in comparison to the age of man.
2. That all life began in the sea, and through the process of evolution man became the master of the earth.
3. That despite external differences, all men are basically alike.

ATTITUDES

1. Willingness to respect and appreciate the scientific approach to the origin of the earth and living organisms.
2. Willingness to recognize that through self respect and self understanding a person will respect the worth and dignity of all men.

SUGGESTED STUDENT ACTIVITIES

1. Oral readings by groups. Each individual within the group should select a different culture. The group should present it's readings to the class.

   Group 1 - The Creation of the World.
   Group 2 - The Creation of Man.
   Group 3 - Giving Thanks.
   Group 4 - Similarities in the Treatment of Babies from Birth to Five Years.
   Group 5 - Differences in the Treatment of Babies from Birth to Five Years.
   Group 6 - Similarities in the Treatment of Teenagers.
   Group 7 - Differences in the Treatment of Teenagers.
   Group 8 - Different Prejudices.

2. Using the comics or music, art, and religion, show the ways people are alike even though they have basic external differences. Choose two different comics which illustrate this idea; cut them out and mount them on paper. Check your own sets of comics which show the ways of people are similar. Choose these ways from people living in Africa and your home town. Prepare an oral presentation.

UNIT II - EVALUATING ACTIVITY

BASIC READING - STUDENT

SUPPLEMENTARY READING - TEACHER

BACKGROUND LISTENING AND VIEWING

BASIC UNDERSTANDINGS

KNOWLEDGE

1. The earth is very old in comparison to the age of man.
2. All life began in the sea and through the process of evolution man became the master of the earth.
3. Despite external differences, all men are basically alike.

ABILITIES AND SKILLS

ATTITUDES

1. Willingness to respect and appreciate the scientific approach to the origin of the earth and living organisms.
2. Willingness to recognize that through self respect and self understanding a person will respect the worth and dignity of all men.

SUGGESTED STUDENT ACTIVITIES

1. Create a display showing the origin and physical development of man. Prepare an oral presentation for the class.

2. Make a graph comparing the age of the earth with that of early man, with modern man. Prepare an oral presentation for the class. These may be individual or group activities. Students should be encouraged to show originality in their presentations.

3. Re-use test from EXPLORING HUMAN DIFFERENCES, THE COLOR OF MAN for the second test. Discuss the changes in attitude identified by student, in this questionnaire. (Previously used in Developmental Activity #5)

UNIT II - BIBLIOGRAPHY

BOOKS, PERIODICALS AND PAMPHLETS

Benedict, Ruth and Gene Weltfish. THE RACES OF MANKIND. Public Affairs Pamphlet, #85. New York: Public Affairs Committee, Inc., 1961. 20 p. The authors, distinguished anthropologists, make a case for "the brotherhood of man" by dispelling racial myths through the use of scientific evidence. Illustrations.

Bible. BOOK OF GENESIS. Story of Creation in the Old Testament.

Brace, Loring C. THE STAGES OF HUMAN EVOLUTION: HUMAN AND CULTURAL ORIGINS. Englewood Cliffs, New Jersey: Prentice Hall, 1967. This comprehensive work is divided into two sections: Part I traces the discovery of the evidence of man's evolution ; and Part II deals with the interpretation of the evidence. Well illustrated; includes index and bibliography.

Buettner-Janusch, John. ORIGINS OF MAN: PHYSICAL ANTHROPOLOGY. New York: John Wiley & Sons, Inc., 1966. 671 p. "Stresses recent researches and discoveries in the field and relates advances in genetics to the teaching of human evolution." Illustrated; extensive author and subject index; glossary; bibliography.

Campbell, Bernard. HUMAN EVOLUTION. Chicago, Illinois: Aldine Publishing Co., 1966. 425 p. An advanced work for students in anthropology and biology. Illustrated; includes bibliography and maps.

Campbell, R. and Howell, F. C. EARLY MAN. New York: Life-Time, 1967. Distributed by Silver-Burdette Co., Moristown, N. J. One of the Life-Time "Nature Library" series. Illustrated. 192 p.

Chamberlin, Jo Hubbard. CAREERS FOR SOCIAL SCIENTISTS. New York: Henry Z. Walck, Inc., 1961. 108 p. Especially Chapter 2, "Would You Like to be an Anthropologist?", p. 30-46. Surveys careers of the sociologist, the historian, the economist, and the political scientist, too. Bibliography and index included.

Cohen, Robert and Ken Heyman. THE COLOR OF MAN. New York: Random House, 1968. 114 p. "'Color is not a standard by which to judge people. It is simply a fact.' A contemporary, photographic presentation of people from all over the world which helps to dispel bias about color. The chemistry, biology, and heredity of pigmentation are explained in simple, accurate terms... the author discusses the basic similarity of all men despite differences in color." Abundantly illustrated with large black and white photographs. Index.

Cornwall, I. W. and M. Maitland Howard. THE MAKING OF MAN. New York: E. P. Dutton & Co., 1961. 63 p. A paleontological and zoological view of the physical evolution of man as a primate animal. Excellent illustrations delineating in color (red), the reconstructions of parts of fossils. Includes an index.

Darwin, Charles. THE DARWIN READER. Edited by Marston Bates and Philip S. Humphrey. New York: Scribner, 1956. 470 p. A carefully edited one-volume reader containing selections from Darwin's best known books...The Autobiography, The Voyage of the Beagle, The Origin of the Species, The Descent of Man, and The Expression of the Emotions. The excerpts were chosen for readability and to illustrate the biologists most important ideas. Bibliography included.

Darwin, Charles. THE ORIGIN OF SPECIES BY MEANS OF NATURAL SELECTION: OR, THE PRESERVATION OF FAVORED RACES IN THE STRUGGLE FOR LIFE, AND THE DESCENT OF MAN AND SELECTION IN RELATION OF SEX. New York: Modern Library, 1936. 1000 p. "First published in 1859." The great classic of biology and evolution." Illustrated; contains bibliography.

Edel, May (Mandelbaum) THE STORY OF PEOPLE: ANTHROPOLOGY FOR YOUNG PEOPLE. Boston, Mass. Little, Brown & Co., 1953. 197 p. An introductory work on anthropology which "discusses methods and the basic concepts". The cultures of three food gathering and hunting groups examined: Eskimos, Australian Aborigines, Africa and the Pueblo Indians; and the culture of "Man the Metal Worker". Bibliography and an index are appended.

Freed, Stanley A. and Ruth S. MAN FROM THE BEGINNING. Mankato, Minnesota: Creative Educational Society, Inc., 1967. 144 p. A textbook on anthropology admirably suited to 7th graders with an abundance of photographs, charts, illustrations, etc., "easy to read" typography and format, and simple language. Contains index and documented photographs. Especially helpful, Chapter 10, "What We Have Learned", for summary.

Goldschmidt, Walter, editor. WAYS OF MANKIND: THIRTEEN DRAMAS OF PEOPLES OF THE WORLD AND HOW THEY LIVE. Boston, Mass. Beacon Press, 1954. 212 p. Out of print. Originally used as scripts for radio, each drama has an introduction and complete script. The focus - cultural anthropology. Illustrated and with an index. (Although book is "out of print", copies may be examined in Dearborn, Michigan. There is available an album of recordings adapted from the book. See entry under Recordings.)

Gregor, Arthur S. ADVENTURE OF MAN. New York: Macmillan, 1966. 184 p. An anthropological study of man ranging from "The Age of Reptiles" to the "Beginning of Civilization". Chapter 10, "Fossils and Refuse Heaps" introduces the reader to Paleontelogy. Well illustrated; contains a useful glossary, bibliography, and an index.

Hartzberg, Hazel W. THE GREAT TREE AND THE LONGHOUSE: THE CULTURE OF THE IROQUOIS. New York: The Macmillan Co., 1966. 122 p. One of a series of attractive, paperbound books prepared by the Anthropology Curriculum Study Project, sponsored by the American Anthropological Association, for use in the schools. A survey of the Iroquois culture from "The Creation Myth" of the people of the Iroquois to the Iroquois in recent history. Illustrations in color; bibliography and index.

Horizon Magazine, editors, and Pfeiffer, John. THE SEARCH FOR EARLY MAN. New York: American Heritage Publishing Co., distribution by Harper & Row, 1963. 153 p. "An account of the evolution of prehistoric man which 'describes discoveries of artifacts and remains in the Dordogne area of France and Olduvai Gorge in Africa." Well illustrated, some in color. Index and bibliography.

Howells, William. MANKIND IN THE MAKING: THE STORY OF HUMAN EVOLUTION. Garden City, New York: Doubleday & Co., Inc. 1959. 382 p. A detailed account of the biological evolution of physical man, from the early vertebrates, the fishes, to modern man as he appears today. Especially valuable, "a conspectus of the current races and mankind". Exceptional drawings and excellent glossary. Appendix contains two taxonomic outlines; "Primates among the Vertebrates" and "Man among the Primates". Index and list of illustrations.

Lambert, Wallace E. and Otto Klineberg. CHILDREN'S VIEWS OF FOREIGN PEOPLES: A CROSS-NATIONAL STUDY. New York: Appleton-Century-Crofts, Division of Meredith Publishing Co., 1967. 319 p. An international study of how children react in their "culturally distinctive ways" to foreign peoples i.e., a study of how children learn prejudices. "A large and complex study based on information received from 330 children of three age levels from eleven parts of the world." Appendices contain the interview schedules, methods employed for coding responses, information tables, etc. Includes an index.

Lawrence, Jerome and Lee, Robert E. INHERIT THE WIND. Paperbound, Pathfinder-Bantam ed. New York: Bantam Books, Inc. 1964. 115 p. A dramatization of the famous Scopes trail in which Clarence Darrow made a brilliant defense of the Darwinian theory of evolution.

Leach, Maria. THE BEGINNING: CREATION MYTHS AROUND THE WORLD. Illustration by Jan Bell Fairservis. New York: Funk and Wagnalls Co., 1956. 253 p. An expert in folklore has compiled a collection of myths about "Creation" from primitive and modern cultures in the world. "Introduction" summarizes some of the major concepts of the "Creation of the World" which are reflected in the stories in this book. The documentation and superb bibliography make it a scholarly work.

Life Editors. THE EPIC OF MAN. New York: Time, Inc. 1961. 307 p. An account of man from prehistory to the beginnings of recorded history. Section I. "The Emergence of Man" describes prehistoric man; Section II: "The Coming of Civilizations" and Section III: "Living Societies of the Past" describes primitive societies which have survived in the modern world...the Aborigines of Australia, the Caribou Eskimos of Canada, the Berbers in Morocco, and the Newars of Nepal. Magnificent color plates are well documented, indexed and a bibliography.

Life Magazine, LIFE EDUCATIONAL REPRINT #26. Life editors. "The Private Life of Primates", February 12, 1965. 14 p. A photographic essay in color of the "highlights of studies on the lowest and highest of primates".

Lucas, C. "Marvelous Monkeys of Japan: Macaca Fuscata", Readers Digest, Vol. 93, No. 59 November 1968, p. 122-126. Reprints available. Some interesting observations made by behavioral scientists in a longitudinal study of simian society which has implications for man.

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Piggott, Stuart, 3d. THE DAWN OF CIVILIZATION: THE FIRST WORLD SURVEY OF HUMAN CULTURES IN EARLY TIMES. New York: McGraw-Hill Book Co. Inc., 1961. 194 p. An encyclopedic work that presents the history of man from "The Hunters and Gatherers of the Stone Age" through the early civilizations in the East and the West, 5,000 B.C. Well illustrated with sketches, black and white - as well as colored photographs charts, maps, etc. Index and bibliography.

Rhodes, Frank H., Zim, Herbert S. and Shaffer, Paul R. FOSSILS: A GUIDE TO PREHISTORIC LIFE. New York: Golden Press, 1962. 160 p. 481 illustrations in color make this a valuable handbook for identifying specimens of invertebrate and bertebrate fossils as well as plants. A good introduction to paleontology. Excellent index.

Saunders, Norris M. CLASSROOM QUESTIONS: WHAT KINDS? New York: Harper & Row, 1966. 176 p. "Good questions recognize the wide possibilities of thought and are built around varying forms of thinking The author seeks to develop competencies in teachers and directs their attention to the premise: "Good questions are directed toward learning and evaluative thinking" rather than what has been learned in a restrictive sense. A practical and applicable work. Contains an index.

Smith, Ruth, ed. THE TREE OF LIFE: SELECTIONS FROM THE LITERATURE OF THE WORLD'S RELIGIONS. Illustrated by Boris Artzybasheff. New York: Viking Press, 1942. 496 p. 'Selected writings from religious faiths of all times, from the simple legends and charts of the American Indian to complexities of the Hindu and Buddhist sacred books. Contains 13 sections prefaced by introductory notes. Scholarly works, extensive documentation in section "Sources of Texts" glossary, and index.

Stokes, William Lee. ESSENTIALS OF EARTH HISTORY. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1960. 502 p.
Advanced text on historical geology. Well illustrated. Contains a helpful glossary, documented illustrations, and an index.

Vlahos, Olivia. HUMAN BEGINNINGS. New York: Viking, 1966. 255 p. An anthropological approach to the study of man especially well suited for children at the junior high level. Well illustrated with numerous sketches and charts. Part One delineates the evolution of man; Part Two focuses upon primitive man, his developing technology, and rudiments of culture. Well researched, contains an index, bibliography, and documented sources for the illustrations.

Wendt, Herbert. IN SEARCH OF ADAM. Boston Massachusetts: Houghton Mifflin Co., 1956. 540 p. "The story of man's quest for the truth about his earliest ancestors." Illustrated, contains an index. Out of print.

FILMS

APE AND CHILD STUDY - New Haven, Connecticut: Yale University. 11 minutes. "Shows the behavioral characteristics of a human and a chimpanzee infant and some of their general reactions after six months in the same environment.

ARCHEOLOGY: PURSUIT OF MAN'S PAST - Los Angeles, California: Stanton. 16 minutes. "An archeologist and his crew carefully work on Indian excavation site from the initial survey through to laboratory analysis illustrating how findings determine people's food, clothing and shelter."

BOUNDARY LINES - New York: International Film Foundation. Produced by Julien Bryan. Color. 11 minutes. An animated treatment of problems of intergroup relations illustrates how arbitrary lines of color, origin, wealth, and poverty inspire fear, suspicion and hostility in man, which leads to overt conflict and ultimately to war.

BROTHERHOOD OF MAN - New York: International Films. Produced by Julien Bryan. Color. 11 minutes. Follows the pamphlet "Races of Mankind" by Benedict and Weltfish. A cartoon treatment depecting man's interrelationships in the world and his conflict between the desire to be friendly and/or hostile.

CAVE DWELLERS OF THE OLD STONE AGE - Chicago, Illinois: Encyclopedia Britannica. Color. 18 minutes. Dramatization of the life of Neanderthal and Cro-Magnon man.

DR. LEAKEY AND THE DAWN OF MAN. Chicago, Illinois: Encylopedia Britannica. Color. 27 minutes. "Story of Dr. Leakey's years of search in Olduvai in Africa for the origins of man."

HISTORY, LAYER BY LAYER - New York: McGraw Hill. Color. 23 minutes. Shows how scientists, using sedimentary cores from the ocean's floor, date and trace the earth's development.

THE LIVING MAMMAL - Chicago, Illinois: International Film Bureau. 18 minutes. Illustrates the characteristics common to all mammals and the differences among various species.

PICTURES OF YOUR MIND - Chicago, Illinois Coronet. 17 minutes. Illustrates the development of prejudice within the human race. Shows how education can break down barriers of prejudice.

PREHISTORIC MAN IN NORTHERN EUROPE - Chicago, Illinois-Encyclopedia Britannica. 16 minutes. The change in man's life from early stone age to the end of the prehistoric age.

WHAT COLOR ARE YOU? - New York: McGraw-Hill. Color. 17 minutes. A study of peoples; their similarities; their differences; and how they got that way.

WHAT IS A MAMMAL? - Chicago, illinois: Encyclopedia Britannica. Color. 15 minutes. Helpful for understanding the mammalian characteristics of man.

A WORLD IS BORN - Glendale, California: Disney Films. Color. 20 minutes. A very well done film showing the beginnings of the earth.

FILMSTRIPS

DARWIN'S WORLD OF NATURE (SERIES) - New York: Life Magazine filmstrips. A series explaining Darwin's theory of evolution. Eight filmstrips plus teaching guides: Tropic Insects; South American Fossils; Living Animals of South America; Tierra Del Fuego and the Andes Mountains; Symbrosis; Evolution Today; Darwin Discovers Nature's Plan; The Enchanted Isles; and The Galapagus.

EXPLODING THE MYTHS OF PREJUDICE - Dr. Ethel Alpenfels. Pleasantville, New York, Warren Schloat Productions. Dispels the myths of prejudice. Two filmstrips plus recording, plus teacher's guide.

EPIC OF MAN, THE (Series) - New York: Life Magazine filmstrips. A series of filmstrips showing man's earliest beginnings and his physical and cultural development throughout the different ages of history. Eight filmstrips as follows used with this unit:

Part IA. Man Inherits the Earth
Part IIA. The Dawn of Religion
Part IIIA. The Growth of Society
Part IVA. Discovery of Agriculture
Part IB. Stone Age People of Today
Part IIB. Stone Age Faith Today
Part IIIB. Mesolithic Age Today
Part IVB. Neolithic Folk Today

NEW PORTRAIT OF OUR PLANET (Series) - New York: #7 filmstrip, "The Sun's Awesome Impact."

PEOPLE ARE DIFFERENT AND ALIKE - Chicago: Coronet Films. Color. 10 minutes. Points that it is easy to see differences in people but that people are more alike in the important ways. Shows that all people need friendship and love, food and a place to live, and that they want an education, fun and happiness.

PUTTING FOSSILS TO WORK - (Series) Chicago, Illinois: Encyclopedia Britannica. How fossils help man to reconstruct his past. Five filmstrips in series: How Fossils and Prehistoric Environments; Fossils and the Relative Ages of Rocks; Fossils as Evidence of Organic Changes.

MULTI-MEDIA MATERIALS

EXPLORING HUMAN DIFFERENCES: THE COLOR OF MAN - New York: Random House, 1970 (kit). This program presents the historical and sociological facts about man's color. The program is intended to help students see the concepts behind the facts and allows them to draw their own conclusions. Consists of:

10 copies of the paperback edition of The Color of Man.
1 full color filmstrip.
6 full color transparencies.
15 black and white photographs.
35 different individually programmed.
35 student questionnaires.
1 map (41 x 57) in color.
1 wall chart (30 x 40) in color.
1 comprehensive teacher's guide.

RECORDINGS

GOD'S TROMBONE AND OTHER SPIRITUALS - Fred Waring and his Pennsylvanians. Decca. (33 1/3 stereo) Negro version of "The Story of Creation".

"I CAN HEAR IT NOW..." - 1933-1945 E.R. Murrow. COLUMBIA A chronicle of the war and the years of crisis, told in the authentic sounds and voices of the men who made this history.

WAYS OF MANKIND: THIRTEEN DRAMAS OF PEOPLES OF THE WORLD AND HOW THEY LIVE - Ed. by Walter Goldschmidt. National Association of Educational Broadcasters. University of Illinois. Urbana, Illinois. From a series of radio broadcasts on social anthropology, an album of seven, double sided, LP recordings, WAYS OF MANKIND, Goldschmidt. See books, periodicals, and pamphlets (page 79).

REALIA

FOSSILS OF MICHIGAN - Rockhound Club of Dearborn, Michigan. A kit containing samples of fossils.

TAPES

THE BIBLE AS LITERATURE SERIES - St. Paul, Minnesota: Educational Materials Division of Educational Materials Corp. 3 3/4 i.p.s. Track 1, The Creation of Adam and Eve. Track 2, The Story of Noah.

TRANSPARENCIES

ANTHROPOLOGY: DIFFERENCES BETWEEN RACES - Minnesota: 3M Co. A series of transparencies depicting differences between peoples of the earth.

STUDENT BIBLIOGRAPHY FOR UNIT II

TO THE STUDENT:

How old is the earth? How did it come to be? How old is man? Was his appearance at creation the same as it is now? What about evolution? Does this Theory clash with the religious explanation for the creation of life? How are people different? How are they alike? Man is different from other mammals; yet he has similar characteristics. What are the answers to these questions?

The purpose of this bibliography is to help you to find various answers which explain man's existence and development. Through fiction, factual literature, myths and legends you will discover differences and similarities in races, and how environment has helped to influence their behavior and even their appearance. By reading biographies you will find that no race, country, or section of the world has a monopoly on greatness.

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UNIT THREE

MAN AND HIS CONFLICTS

UNIT III MAN AND HIS CONFLICTS

UNIT PURPOSE

This unit is designed to develop understanding of the nature of conflict.

THE CONCEPT OF CONFLICT . . . ITS ORIGIN, EXPRESSION, AND RESOLUTION

as developed by Price, Roy and Hickman, Warren and Smith Gerald. Major Concepts for Social Studies, Social Studies Curriculum Center, Syracuse University, 1965.

> "There is no period in the life of individuals, groups or nations which is entirely free of conflict. Conflict has been a basic and fundamental factor in civilization's growth and development. It has affected every individual and every institution in recorded history. The influence of wars, of judicial interpretations, of class strife, of political campaigns, of religious differences and even of idealogical struggles cannot be overestimated. It is a continuing battle, never ceasing, existing on all fronts and in all geographic areas and constantly pressuring society to respond to the conflicting forces."
>
> "To ignore conflict as a social force worthy of recognition in curricular revision is an unrealistic view of how man's destinies have been shaped. Conflict has been a powerful if not the MOST powerful force in structuring the world of today. It is ever present and ever operative in society. Whether the conflict is within one's individual self, or between individuals in the same or different groups, or between groups is not the basic question. Rather, it would seem that the emphasis in the social studies curriculum should be upon examining conflicts, in better understanding how they originate, and exploring mechanisms which society has for resolving those conflicts which have impeded or are now impeding man's progress."
>
> "In order to do this, it is necessary for the individual to understand how conflict arises, the effect it has upon his own personality and on the personalities of others, and their probable reaction to the conflict as they are involved. To have today's youth examine these problems as part of his social studies class in order to gain insight as the way in which conflict affects individuals and society may be novel, but basic facts suggest the need for such an innovation."

"Today's social forces -nuclear power, automation, population explosion, racial integration, urbanization, to name only a few - are greatly altering man's way of living. Every social force results in increased problems - problems which contain the conflicts that must be resolved by society. Hence, whether the conflict is reflected in a rumble between local groups of hoods, or the increased unemployment resulting from automation, or the rising spirit of nationalism as the symbol of an awakened Africa and Asia is not the important point. The crucial point is that man must make every effort to resolve each and every conflict. Therefore, it is urged that the social studies not stress only knowledge of past conflicts, but that teachers should provide youth with definitely planned opportunities to understand better how the pressing conflicts of today arise, how individuals and groups react to them and what mechanisms are available for resolving them. In today's world such understanding is crucial for continued progress."

UNIT OBJECTIVES

UNDERSTANDING:

1. THAT CONFLICT, A CONSTANT IN HUMAN RELATIONS, IS A PROCESS-SITUATION WHICH DOES NOT NECESSARILY INCLUDE FIGHTING, BUT ALWAYS INVOLVES A CLASH OF INTERESTS AND PURPOSES.

   The student who has this understanding can:

   1.1 recognize that conflict is conscious or unconscious competition in which competitors become self conscious rivals, opponents, or enemies.
   1.2 cite examples of conflict which exists within an individual's own personality
   1.3 cite examples of conflict which exists between individuals in the same or different groups
   1.4 cite examples of conflict which exists between the individual and the group

2. THAT CONFLICTS IN HUMAN RELATIONS RESULT FROM THE FACT THAT MAN IS A SOCIAL CREATURE EVER SEEKING TO SATISFY HIS BASIC NEEDS OR DRIVES.

   The student who has this understanding can:

   2.1 recognize and give examples of conflict which results from organic drives
   2.2 cite examples of conflict which result from habits formed relative to these drives
   2.3 cite examples of conflicts which result from acquired or learned vlaues
   2.4 recognize elements of conflict which exists in all situations (sports, labor management, race, religion, politics, social, and nationalism), but may be entirely within the mind with no apparent outward expression

3. THAT CONFLICT MAY BE BETWEEN INDIVIDUALS, BETWEEN THE INDIVIDUAL AND THE GROUP, OR BETWEEN GROUPS.

   The student who has this understanding can:

   3.1 cite examples of the numerous causes of conflict.
   3.2 recognize that conflict emerges as soon as two or more persons or groups demonstrate an interest in the same object. This can develop into cooperation or more serious conflict.

4. THAT CONFLICT IN HUMAN RELATIONS MAY EXPRESS ITSELF SYMBOLICALLY; PEACEFULLY, THROUGH DISCUSSION OR ADJUDICATION; OR VIOLENTLY.

   The student who has this understanding can:

   4.1 recognize that open or obvious contest or conflict may be a symbol of deeper conflict.
   4.2 give examples of the symbolic expressions of conflict. For example: The race for the moon is a conflict in which the moon is a symbol; prestige in the cold war is the real goal.

5. THAT DETERMINING THE BEST MEANS OF RESOLVING CONFLICT IN HUMAN AFFAIRS IS ESSENTIAL TO THE SURVIVAL OF HUMAN SOCIETY.

   The student who has this understanding can:

   5.1 cite examples of peaceful resolution of conflict.
   5.2 cite examples of violent conflict resolution.
   5.3 discuss the importance to mankind of choosing the best means of resolving conflict.

SKILLS OR ABILITIES:

1. ABILITY TO LOCATE SOURCES OF INFORMATION ABOUT CONFLICT SITUATIONS AND CONFLICT RESOLUTION.

   The student who has this ability can:

   1.1 use the library card catalogue, the Reader's Guide, bibliographies, and similar aids in locating sources of information.
   1.2 use such basic sources of information as almanacs, atlases, and encylopedias.
   1.3 use the table of contents, glossary, and index of reference works.

2. ABILITY TO USE CRITICAL AND REFLECTIVE THINKING IN THE AREA OF HUMAN CONFLICTS.

The student who has this ability can:

2.1 recognize and state a problem in the area of human conflict.
2.2 analyze the factors which cause the conflict to exist.
2.3 propose a solution or alternate solutions to the resolution of conflict situations.

3. ABILITY TO PARTICIPATE EFFECTIVELY IN GROUP SITUATIONS.

The student who has this ability can:

3.1 use democratic procedures when planning and working in group situations.
3.2 assume responsibility as a group member for his share in the attainment of the group goals.
3.3 in group discussions, formal or informal, follow the rule of order or of politeness indicated by the nature of the discussion.

4. PREPARE WELL ORGANIZED ORAL OR WRITTEN PRESENTATIONS.

The student who has this ability can:

4.1 prepare an outline of the presentation he plans to make based on the material he has collected and evaluated.
4.2 select and use graphic materials when needed to clarify his presentation.
4.3 use standard English in making his presentation.
4.4 base his conclusions on evidence.

ATTITUDES:

1. OF RESPECT FOR RULES GOVERNING COMPETITIVE SITUATIONS.

The student who has this attitude will:

1.1 voluntarily abide by the rules in competitive games and in similar activities.
1.2 assume responsibility for the completion of school assignments on his own.

2. OF WILLINGNESS TO ENGAGE IN SELF-APPRAISAL WHEN CONFRONTED WITH A HOSTILE OR CONFLICT SITUATION.

   The student who has this attitude will:

   2.1 attempt to identify the underlying causes of his hostile feelings.
   2.2 attempt to determine the motives or feelings of others who may be involved in the conflict.

3. OF FAITH IN THE EFFICACY OF PEACEFUL METHODS ON CONFLICT RESOLUTION.

   The student who has this attitude will:

   3.1 accept arbitration and accomodation as desirable means of conflict resolution.
   3.2 support organizations and institutions which attempt to prevent conflict by providing ways for its peaceful resolution.

TOPIC OUTLINE UNIT III

I. Recognition of conflict

    A. Conscious competition

        1. Grades
        2. Sports

    B. Conflict, a process-situation

        1. With nature
        2. Among people

II. Sources, expressions, and resolutions of conflict

    A. Conflict with habitat

        1. Needs
            a. Air
            b. Food
            c. Shelter
            d. Water
            e. Protection
            f. Reproduction

        2. Rivalry among man, animals, and nature

    B. Conflict among people

        1. Daily living
            a. With peers
                (1) Scape-goating
                (2) Herd instinct (group influence)

            b. With adults
                (1) Going to bed
                (2) Obeying rules
                (3) Importance of honesty (Tall tales for fun vs. attempts to deceive)
                (4) Mr. In-Between (pressure to grow up but also pressure to stay young)

            c. With peers and adults
                (1) Misunderstanding the action of others
                (2) Differing beliefs
                (3) Lack of information (fear of the unknown , i.e., hospital)

        2. Within an individual
            a. Organic or basic drives
                (1) Survival
                (2) Security
                (3) Growth
                (4) Recognition
                (5) Response

            b. Habit formation
                (1) Meals
                (2) Housekeeping
                (3) Oversleeping

            c. Acquired or learned values
                (1) Respect for adults
                (2) Patriotism
                (3) Laws (Shoplifting, smoking, and drinking)
                (4) Education
                (5) Mores

- d. Existence of elements of conflict within the mind with no apparent outward expression.
  - (1) Race
  - (2) Social
  - (3) Sports
  - (4) Nationalistic

3. Involving objectives
   - a. Tangible
     - (1) Interest in the same object
     - (2) Territory
     - (3) Economic
   - b. Intangible
     - (1) Power
     - (2) Generation gap

C. Resolution of conflict

1. Defense mechanisms
   - a. Scape-goating
   - b. Projection
   - c. Rationalization
   - d. Fantasy
   - e. Compensation
   - f. Sublimation
   - g. Displacement
   - h. Day-dreaming

2. Social Control
   - a. Taboos
   - b. Mores
   - c. Customs
   - d. Laws

3. Culturally approved and disapproved means
   - a. Approved means
     - (1) Moratorium
     - (2) Sit-in
     - (3) Compromise and adjustment
     - (4) Cooperation
     - (5) Boycott
   - b. Disapproved means
     - (1) War
     - (2) Gang fights
     - (3) Cheating

4. Change in society
   - a. Meaningful change
   - b. Sources of change
     - (1) Contact between cultures
     - (2) Interaction of new ideas or material goods
     - (3) Innovation
   - c. Rate of change

III. Symbolism

A. Facade (communication by symbols)

B. Individual symbols of conflict

1. Evidence of inner conflict
   - a. Crying
   - b. Suicide
   - c. Drugs
   - d. Apathy
   - e. Depression
   - f. Sloppy dress
   - g. Tension

2. Evidence of outer conflict
   - a. Clenched fist
   - b. Name-calling
   - c. Angry voice
   - d. Spitting on someone
   - e. Booing, jeering
   - f. Obscene gestures
   - g. Fighting

C. Group symbols of conflict

1. Emblems
    a. War medals
    b. Skull and bones, swastika
    c. Flags

2. Dress
    a. Military uniforms
    b. Black leather jackets
    c. Hippie dress

3. Contests
    a. Moon race
    b. Arms race
    c. Propaganda
    d. Olympics
    e. Spying

4. Peaceful expressions
    a. Debates, discussion
    b. Moratorium
    c. Strike
    d. Sit-in
    e. Boycott

5. Violent expression
    a. War
    b. Spontaneous fights
    c. Sabotage
    d. Pueblo Incident

UNIT III INITITATORY ACTIVITIES

BASIC READING - STUDENT

SUPPLEMENTARY READING - TEACHER

McNeill, Elton B., Editor. THE NATURE OF HUMAN CONFLICT. Angell, R.C. "The Sociology of Human Conflict", pp. 91-115.

BACKGROUND VIEWING AND LISTENING

BASIC UNDERSTANDINGS

KNOWLEDGE

1. In our culture competition is regarded as being socially desirable.
2. Competition may become conflict.
3. Rules are necessary to insure competition without conflict.
4. Competition and/or conflict are a part of everyday living.

SKILLS AND ABILITIES

1. To recognize and seek a resolution to a social problem.
2. To participate in group action.

ATTITUDES

1. Willingness to abide by the rules.
2. Willingness to accept the enforcement of the rules.
3. Willingness to engage in self-appraisal.

SUGGESTED STUDENT ACTIVITIES

COMPETITION AND CONFLICT

For the Teacher:

1. Competition is a form of conflict where parties (competitors) are vying (competing) for a prize which is not under the control of either and where efforts are parallel rather than offensive and defensive.
2. Competition is continuous and impersonal. Conflict is intermittent and personal.
3. Competition becomes conflict when the competitors identify each other and try to impair (hinder) each others efforts toward the common goal.
4. To keep conflict to a minimum and to retain the social value of competition, standards are set in morality and law to achieve fairness in the struggle.

For the Student:

Write on the chalkboard the words COMPETITION AND CONFLICT, and some questions about each word. Direct the students to record the questions in their notebooks to be answered after the discussion. Discuss questions such as the following:

1. COMPETITION
    - 1.1 What is competition? (Friendly rivalry).
    - 1.2 Who competes? (Examples: athletes, students, lawyers, gas station owners or storekeepers).
    - 1.3 What are they after? (Victory, grades, winning cases, and more business).
    - 1.4 Are competitors efforts parallel, or are they defensive and offensive? (Parallel).
    - 1.5 How do the competitors know what they may or may not do? (Rules, laws, moral standards).
    - 1.6 When does competition occur? (Continually).
    - 1.7 Is competition impersonal or personal? (Impersonal).

2. CONFLICT
    - 2.1 What is conflict? (Personal-when competitors identify each other and seek actively to thwart each other's purposes, to prevent satisfaction of each other's interests, even unto injury or destruction).
    - 2.2 Is competition the same as conflict? (No, a milder form of rivalry).
    - 2.3 Where does conflict occur? (Within an individual-right and wrong, honesty; between individuals in the same or different groups--beliefs and opinions differ in religion; between groups--war).
    - 2.4 How can conflict be kept to a minimum? (Standards are set in morality and law to achieve fairness in the struggle: rewards, punishment, referees).

3. Ask, "What is the difference between competition and conflict?" (Competition is an impersonal contest between rivals who follow the rules of the contest; conflict is a personal contest between rivals who may or may not follow the rules and may lead to injury or destruction).

    Tell the Class: "You are now ready to play the game."

    - 3.1 Let the students choose two teams.
    - 3.2 Teams stand on opposite side of room.
    - 3.3 Hand each team a ball, box, waste paper basket, or any two identical items. Tell the teams that you, the teacher, will keep score and cannot direct them after the game has started.

3.4 Put the name of one person from each team on the chalkboard (this becomes the name of the team).

3.5 Quickly count to three and say "GO!"

At first the students will ask, "what do we do?" Ignore them. Put points under each team's name at random. Chaos sets in. In a short time announce, "one minute to go and the score is tied." End the game with one team having more points than the other. (They will think they won). Then announce that the team with the least points wins.

Calm the uproar and, one at a time, write the following on the chalkboard, discussing each before adding the next:

3.6 Was the game, as played competition? (There were parties (teams) vying for a prize (winning the game) in parallel efforts.

3.7 Did the teams or individuals try to hinder one another? (Individuals trying to steal the other teams ball).

3.8 When did conflict enter into the competitive situation? (Interference).

3.9 Why did conflict enter into the game? (Lack of rules defining the game and regulating the conduct of the competitors).

3.10 What should be done to insure competition and keep conflict to a minimum in playing the game? (Draw up rules, have an umpire or judge).

As a class project draw up a set of rules for playing the game. A committee could be appointed to do this. Discuss the rules and make sure that everyone understands them. Announce that you will be umpire and time keeper. Replay the game. Elicit answers to the following questions and list the answers on the board.

3.11 What were the differences between yesterday's and today's game?
   a. The prize (winning) was clearly defined.
   b. There were definite rules (laws) which everyone had to follow.
   c. Hindering or interfering with competitors was prohibited.
   d. There was competition without conflict.

3.12 What were the differences in your feelings? Toward self? Toward team mates? Toward the other team?

3.13 Direct each student to write down an example of what he considers to be a competitive situation and an example of one in which conflict is involved. Have these reproduced or written on the chalkboard. Ask each student to decide whether he agrees or disagrees with each statement as being a correct example. Discuss those examples with which there is the greatest divergence of opinion.

4. Have the students place these questions in their notebooks. These will be the goals of this unit. Discuss these in general terms using the classroom as a springboard. Elicit answers to the following questions which show conflict as a process-situation:

   4.1 What does the term conflict mean?
   4.2 What are the causes of conflict?
   4.3 Where does conflict exist?
   4.4 In what way is conflict expressed?
   4.5 How can we resolve conflict?

5. For the purposes of recognizing conflict and that it is a process-situation, continually happening, ask the students to answer the following questions:

   5.1 When did you have your last arguement?
       1.2.1 Was it within yourself?
       1.2.2 With peers or adults?
   5.2 Have you had this arguement before, or will you have it again?
   5.3 Why did you wear the clothes you wore today?
       (Conflict with nature and people).

UNIT III DEVELOPMENT ACTIVITY #1

BASIC READING - STUDENT

Goldschmidt, Walter. WAYS OF MANKIND
Ehrlich, Paul. POPULATION BOMB
WORLD ALMANAC

SUPPLEMENTARY READING - TEACHER

BACKGROUND VIEWING AND LISTENING

Film: OUR CROWDED ENVIROMENT
Filmstrips: MAN'S NATURAL ENVIROMENT: CRISIS THROUGH ABUSE, Part I, G.A.
Recordings: OKLAHOMA "Farmer and the Cowboy", Capitol
WAYS OF MANKIND, "Survival", #3 NAEB

BASIC UNDERSTANDINGS

KNOWLEDGE

1. All life has certain physical needs for survival.
2. Nature, animals, and man are in constant conflict with one another.
3. Man, alone, can resolve these conflicts through technology.

ABILITIES AND SKILLS

1. Ability to recognize conflict as a struggle for survival.
2. Chart and graph construction.

ATTITUDES

1. Willingness to support organizations and institutions which protect nature's balance.
2. Appreciation of the struggle of all life for survival.

Before starting Student Suggested Activities introduce and discuss with the class the purpose of these activities (to broaden and deepen his understanding of conflict) and the use of the STUDENT BIBLIOGRAPHY found at the end of Unit III. Have him begin his background reading.

NOTE: The first part of this bibliography contains annotations in order that the student may be aware of the different way bibliographies may be compiled. Due to the amount of space needed for annotating only a sampling has been done.

SUGGESTED STUDENT ACTIVITIES

1. This exercise is designed to show that all animals (man included) face similar problems of survival and that their attempted solution of these problems is a major cause of conflict.

   1.1 The chart and the headings across the top should be placed on the chalkboard and each student provided with a blank copy of the chart containing these headings. (See page 111 for a completed chart.)
   1.2 The teacher should explain that the horizontal arrows (⟷) indicate that nature, animals, and man are in conflict with one another and that the vertical (↕) arrows indicate that animals are in conflict with other animals and that man is in conflict with his fellow man.
   1.3 A a class exercise, complete the headings for the vertical column under NEEDS of animals and men. Regardless as to the order in which they are volunteered, they should be placed on the chart as they appear on the completed chart, that is, from the top down AIR, FOOD, etc.
   1.4 To clarify the process of completing the chart, fill in the horizontal categories for AIR. Ask questions such as:
      1.4.1 How does NATURE or ANIMAL or MAN cause conflict in the need for air?
      1.4.2 How is this conflict for air expressed? (Notice that the expression is the same for animals and man.)
      1.4.3 What are some ways in which this conflict for air is resolved? (Notice that some ways of resolving this conflict are shared by man and animals, others are unique with man.)

      When this exercise is completed and the students have entered the findings on their individual charts, proceed to complete the categories following each of the other NEEDS. Point out that the three questions used above with the NEED for AIR can be used with each of the other NEEDS.
   1.5 To stimualte the thinking of the class, vary your approach to filling in the chart.
      1.5.1 After questions are understood, small groups of 4 or 5 people should meet and compete with each other to see which group can find the best and the most ideas for "Food". The chairman should present in oral and written form the thinking of the group. The winner's ideas will be placed on everyone's chart.
      1.5.2 Place a large chart on the bulletin board and fill in each need. Assign a different need to each group; fill in chart with magic marker as each chairman reports the findings to the class. NOTE: "Shelter" and "Protection" are confusing to the class; therefore, it is suggested that protection be done by the teacher with the class.
      1.5.3 After the chart is filled in have students bring in current articles, cartoons, and pictures relating to each square.
      1.5.4 Research your own community to fill in the chart.

1.5.5 Using chart for research purposes, have the students working in pairs choose any idea which concerns environmental control and research it for an oral or written report. Be sure to make plans with your school librarian for the project. Knowing how to use the Reader's Guide is important.

1.6 When the chart is completed the teacher should point out or have the students point out that:
  1.6.1 Man is the major source of conflict both for himself and other animals.
  1.6.2 Expression of conflict is pretty much the same for all animals, and any difference is probably a matter of degree. For example, animals may not cough, but do something similar.
  1.6.3 In the resolution of conflict man clearly has the advantage due to his intelligence. He shares many ways of resolving conflicts with lower animals, but he surpasses them with his technological knowledge.
  1.6.4 Generally speaking, all animals fit into nature and its balance, but man alone is mostly responsible for its imbalance. Thus man, and only man, can correct this imbalance and insure his survival and the survival of all animals when and if he understands himself, his role in nature, and the causes, expressions, and resolutions of conflict.

2. Show the film OUR CROWDED ENVIRONMENT or the filmstrip, MAN'S NATURAL ENVIRONMENT: CRISIS THROUGH ABUSE.
Ask the class:
  2.1 What can you do to help clean up our environment?
  2.2 What actions can our class take to help further the clean-up of our environment?

3. Play section #3, "Survival" from the recording WAYS OF MANKIND. Allow students to follow the script in (Chapter 3) WAYS OF MANKIND as the record plays. When the story is over ask these questions:
  3.1 What things are mentioned in this story that are necessary for survival? (Food water, shelter, protection)
  3.2 What other things can you think of that man would need for survival?

4. Give each student a blank chart on which to graph the population growth of the world and the United States. The appropriate statistics appear on the chart. The graph line for the world should start with 1680 and that for the United States with 1810. (See page 112.)

After the graph is completed discuss the reasons for the comparatively slow growth in the world's total population until about 1650 and for the rapid growth since that date. Discuss the problems this rapid growth causes.

4.1 Give the students these statistics on U.S. and World population in 1810 and 1970. Direct them to present these statistics on a bar graph.

	1810	1970
World	875,000,000	4,000,000,000
U.S.	7,200,000 (1% of world's)	200,000,000 (5% of world's population)

4.2 Present the class with these statistics on the individual consumption of United States citizens. Source: POPULATION BOMB, p. 49.

In his seventy years of life each American uses:

26,000,000 gallons of water
21,000 gallons of gasoline
10,000 pounds of meat
28,000 pounds of dairy products

In addition he spends:

$5,000 to $8,000 for school buildings
6,300 for clothing
7,000 for furniture

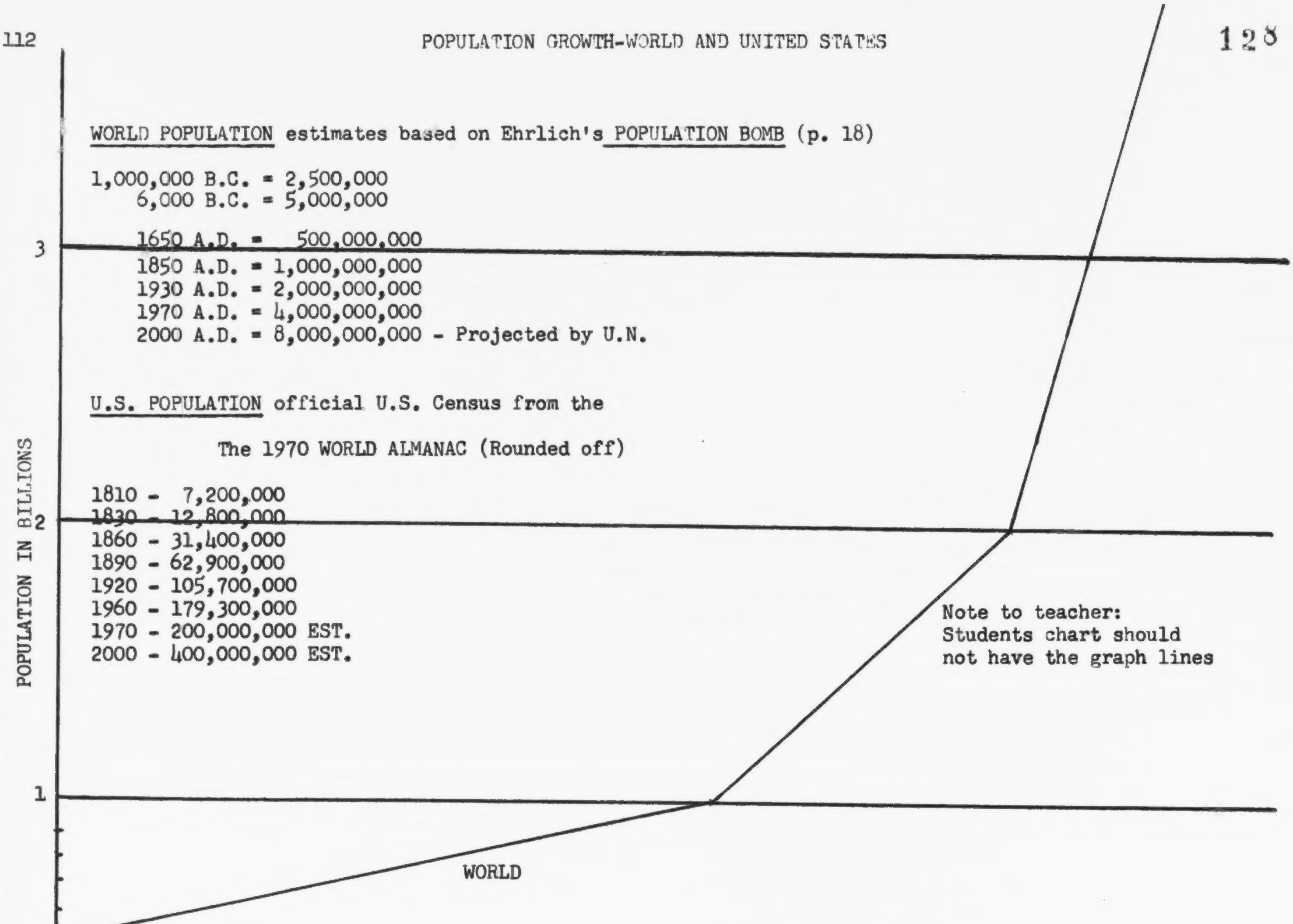
Write this statement on the chalkboard: "Ehrlich states that the United States in the near future will use 80% of the world's resources."
Use these or similar questions to stimulate discussion:

4.2.1 What conflicts will arise if the United States with only 5% of the world's population uses 80% of the world's resources?
4.2.2 What might happen if the entire world tried to equal our standards of consumption?
4.2.3 What could under-privileged people do to equal our consumer standards?

NEEDS	SOURCES OF CONFLICT			EXPRESSION	
	NATURE ↔	ANIMAL ↕ ↔	MAN ↕	ANIMAL AND MAN	
AIR	Dust Fires	Pollution (allergies)	Pollution	Coughing Suffering Disease Shortened life Death	Ad Mi Ex
FOOD	Floods Droughts Fires Wind Climatic change Disease Erosion	Competition Destruction of food -rats -locusts -birds -ants Over-population	Competition Destruction of food -water pollution -bad farming -land clearance -contamination -fire Sprays, DDT Over-population Prolonged life	Hunger Suffering Disease Mental damage Violence - War Death Migration	Ad Mi Co Ex St Bo Ch
WATER	Floods Droughts Wind Disease Erosion Climate	Competition Beavers Over-population Over-grazing	Competition Over-population Water rights Deforestation Greed Pollution	Thrist Suffering Violence - War Death - drowning Migration Storage (dams)	Ada Mi Co- Ex Ne St
SHELTER	Natural disasters (earthquakes, avalanches)	Competition Destruction -termites -stampedes Over-population	Competition Destruction-nature Over-population Housing shortage War - Destruction Urban renewal Highways	Illness - colds Suffering Violence - War Migration Death Over-crowding Slums	Ada Mi Co- Ex
PROTECTION	Natural disease	Spreads disease Survival of fittest	Spreads disease Survival of fittest Mistrust, hate, fear, prejudice	Suffering Sickness (rabies) Violence - War Death	Ada Mi Co- Ex Hi
REPRODUCTION	Harsh climate	Balance of nature	Birth control DDT, Fallout Forced extinction	Deformities Declining numbers Suffering	Ada Mi Ex Co-

	EXPRESSION	RESOLUTION OF CONFLICT	
MAN ↓ ↑	ANIMAL AND MAN	ANIMAL AND MAN	MAN
Pollution	Coughing Suffering Disease Shortened life Death	Adaptation-evolutionary Migration Extinction	Adaptation-technological -gas mask -eye wash (Murine) -pollution control -co-operation Ecology
Competition Destruction of food -water pollution -bad farming -land clearance -contamination -fire Sprays, DDT Over-population Prolonged life	Hunger Suffering Disease Mental damage Violence - War Death Migration	Adaptation-evolutionary Migration Co-operation Extinction Storage Body fat Changed diet	Adaptation-technological -false teeth -intravenous feeding -vitamins -birth control -improved farming: land & sea -conservation -decontamination Trade Ecology
Competition Over-population Water rights Deforestation Greed Pollution	Thrist Suffering Violence - War Death - drowning Migration Storage (dams)	Adaptation-evolutionary Migration Co-operation Extinction New foods Storage (dams)	Adaptation-technological -birth control -pollution control -dams, pipes, reservoirs -decontamination -conservation -water pills Ecology
Competition Destruction-nature Over-population Housing shortage War - Destruction Urban renewal Highways	Illness - colds Suffering Violence - War Migration Death Over-crowding Slums	Adaptation-evolutionary Migration Co-operation Extinction	Adaptation-technological -clothing -heating, cooling devices -birth control Urban planning Ecology
Spreads disease Survival of fittest Mistrust, hate, fear, prejudice	Suffering Sickness (rabies) Violence - War Death	Adaptation-evolutionary Migration Co-operation Extinction Hiding	Adaptation-technological -drugs - immunization -organ transplants -armor -weapons
irth control DT, Fallout orced extinction	Deformities Declining numbers Suffering	Adaptation-evolutionary Migration Extinction Co-operation	Understand nature, self, man

POPULATION GROWTH-WORLD AND UNITED STATES



WORLD POPULATION estimates based on Ehrlich's POPULATION BOMB (p. 18)

1,000,000 B.C. = 2,500,000
6,000 B.C. = 5,000,000

1650 A.D. = 500,000,000
1850 A.D. = 1,000,000,000
1930 A.D. = 2,000,000,000
1970 A.D. = 4,000,000,000
2000 A.D. = 8,000,000,000 - Projected by U.N.

U.S. POPULATION official U.S. Census from the

The 1970 WORLD ALMANAC (Rounded off)

1810 - 7,200,000
1830 - 12,800,000
1860 - 31,400,000
1890 - 62,900,000
1920 - 105,700,000
1960 - 179,300,000
1970 - 200,000,000 EST.
2000 - 400,000,000 EST.

Note to teacher:
Students chart should
not have the graph lines

UNIT III DEVELOPMENT ACTIVITY #2

BASIC READING - STUDENT

National Education Association UNFINISHED STORIES

A LONG DAY IN THE FRIGHTFUL LIFE, Time, March 7, 1969.

SUPPLEMENTARY READING - TEACHER

BACKGROUND VIEWING AND LISTENING

Film: WHAT WILL KEVIN DO? Doubleday, 6 min.
WHAT WILL PATTY DO? Doubleday, 6 min.
WHAT WILL KEN DO? Doubleday, 6 min.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. We face conflicts in daily living.
2. These conflicts can exist within ourselves, between individuals, between individuals and groups, and between groups.
3. Individual differences in personality, interests, goals, and perceptions insure conflict.
4. Conflict is a process-situation.

SKILLS AND ABILITIES

1. Critical thinking
2. Critical reading
3. Panel participation
4. Paragraph construction

ATTITUDES

1. Willingness to engage in self appraisal.
2. Willingness to understand and tolerate another's perception.
3. Willingness to make personnal adaptations needed to lessen conflict.

SUGGESTED STUDENT ACTIVITIES

1. Take a poll of the class in which each student responds anonymously on four separate sheets of paper to the following:

    1.1 On one sheet direct each student to write down one inner conflict that he regards as most important, i.e., cigarettes, drugs, grades, stealing, respect, cheating, lying. Explain that these examples are manifestations of various attitudinal classifications such as honesty, cleanliness, cruelty, laziness, or other areas in which they may have trouble in making up their minds or choosing a course of action. (inner conflict)

1.2 On the second sheet direct each student to suggest one person with whom they have the most problems. Here it can be with a friend, an enemy, a person they like, a member of their family, etc. Do not use the person's name. (individual vs. individual)

1.3 On the third sheet have the student write the one group that causes him the most problems. Here it can be a peer group or clique, their school, club, neighborhood friends, teams, teachers as a group, etc. Do not use proper names. (individual vs. group)

1.4 On the fourth sheet ask each student to indicate what he considers to be his biggest or most serious conflict in school. Here it can be the dress code, busy work, boring classes, rules, regulations, group hostitity, grades, sports. (individual vs. institution)

1.5 When poll is finished divide the room into four groups (one for each of the four categories in poll) and have them tabulate the results and report to class.

1.6 Teacher can write on the blackboard the conflicts in each category that received the most votes. For example which conflicts received the most responses for the "inner conflict" "individual vs. individual category", "individual vs group", and "individual vs. institution" category.

1.7 Next have each student choose one conflict and explain in one paragraph why this conflict concerns him most, why it is a problem, etc.

1.8 Teacher could read paragraphs (anonymously) to class and let the class vote for a winner in each category. Discuss the winning paragraphs. What makes these paragraphs good? (Style, content, feeling, exploration).

2. The object of this lesson is to show how perceptions of the same event (a Rock Festival) can vary and lead to conflict. (See next page "THREE POINTS OF VIEW OF A ROCK FESTIVAL")

2.1 Have the students read each account of the rock festival separately and write down the type of person who could have written this: youth or adult; conservative or liberal; etc.

2.2 Compare interpretations and discuss why it is so obvious who wrote each account.

2.3 Discuss how these perceptions could lead to hard-feelings, arguments, and conflict.

2.4 Pick an event that has occurred in your school or community and assign different roles to students and report this event.

Examples of roles: Different student types--grades, frat, hippie, straight, hood, etc.
Teacher types--liberal, conservative, etc.
Police--big city, small town, etc.
Principal--liberal, conservative, etc.
Clergy--liberal, conservative, etc.

THREE POINTS OF VIEW OF A ROCK FESTIVAL

STADIUM CONCERT

GREENLAKE, MARCH 2---About 2,000 young people attended a rock concert at Municipal Stadium last night. The rock group, "Ironsides," played for more than three hours. Officials, worried there might be trouble, were relieved when no incidents were reported.

HIPPIES HAVE A BRAWL

GREEN LAKE, MARCH 2---About 2,000 sloppily dressed hippies swarmed into Municipal Stadium last night. Screaming and yelling, they all but drowned out noises of the rock group, "Ironsides," for more than three hours. Police were on call in case of trouble.

THE SOUNDS WERE TOGETHER

GREEN LAKE, MARCH 2---About 2,000 fans sat in at Municipal Stadium last night. They grooved to the beautiful sounds of the sensational rock-music group, "Ironsides," for three hours. Hardly anyone was uptight, and the music was really together.

3. Show one of the UNFINISHED STORY films listed on page 113 , or read one of the NEA Unfinished Stories. In a subsequent discussion have the students identify the problem involved. Suggested questions for further discussion:

   3.1 Is this typical situation? Could it happen to you? Has it?
   3.2 Why did it occur? Could it have been prevented?
   3.3 What kind of a conflict is this? Is this a personal conflict or does it involve others?
   3.4 How do you think it will end? How would you resolve it?
   3.5 Have each student write a resolution for the unfinished story.
   The teacher should read these aloud to the class. Assign a number for each and have the students give it a one to ten rating. The top three are the winners. Their authors should be identified for the class.

4. The idea of this exercise is to show how different labels or words can mean different ideas to different people. This difference in interpretation can and does lead to conflict.

   Suggest the following words and ask the students to assume the roles given with them.

	Words	Rules
a.	DEMOCRACY:	As seen by a U.S. senator. By a Red Chinese leader.
b.	POLICEMAN:	As seen by a grocery store owner. By a black youth.
c.	HIPPIE:	As seen by a teen-age girl. By a grandmother.
d.	POLITICIAN:	As seen by a city mayor. By a young prisoner in jail.
e.	BUSINESS:	As seen by a company president. By a laborer.
f.	HOT ROD:	As seen by a teen-age boy. By an elderly woman.
g.	EDUCATION:	As seen by a parent. By a student.
h.	WAR:	As seen by a Marine colonel. By a Vietnamese peasant.
i.	PATRIOTISM:	As seen by a conscientious objector. By a Boy Scout.
j.	COMMUNISM:	As seen by an American worker. By a Soviet worker.

For example:

An elderly adult may see the word teen-ager and think of a rebellious hood, or at least of an undisciplined youth.

A young boy may see the word teen-ager and think of an older boy who has entered some mysterious, grown-up world of cars and dating.

A teen-ager may see the word teen-ager and think of someone who is more or less in the same bag, a person who shares the same general tastes and outlooks.

An Irish farmer may see the word teen-ager and have no clear picture at all of the word's meaning. In his remote village, young people aren't set apart as a separate group and there is no teen-age culture. So the word has no strong connotation for him.
(How might a man, a mouse, and a dog view the word "cat"?)

5. Each student is to read the Time reprint, "A Long Day in the Frightful Life."

    5.1 Have each student list briefly every conflict or problem he finds. Determine which student can find the most. The teacher might point out that the article contains obvious conflicts, and also symbols of conflict. (Example: sleeping pill)

    5.2 Discuss the expressions of conflict the students found.
        5.2.1 In what year or decade could these conflicts be possible?
        5.2.2 Is any of this possible now?
        5.2.3 Has anything like this ever happened to you?

    5.3 Discuss crime as a source of conflict.
        5.3.1 What are the causes of crime?
        5.3.2 Is the criminal alone responsible, or does society share the blame?
        5.3.3 Did over-reaction to, or fear of crime cause conflicts for individuals in this story?

    5.4 Now discuss the possible resolutions of the conflicts in the story.
        5.4.1 How could we prevent an existence like Mr. Bryant's?
        5.4.2 How could we resolve the conflicts in this story? (Examples: A knowledge of self: motivations, rational vs. irrational thinking, human qualities. A knowledge of mores, values, and culture. A knowledge of crime: its causes, prevention, and elimination).

The above questions could by usefully applied to any discussion of conflict found in the readings or newspapers.

UNIT III DEVELOPMENTAL ACTIVITY #3

BASIC READING - STUDENT

"WHAT IS THE LAW FOR JUVENILES" (Public Service of Detroit News)

"YOU AND THE LAW" (Westchester Citizens Committee and Natural Council on Crime & Deliquency, N.Y.)

Reprint: (Committee on Public Relations of State Bar of Michigan)

SUPPLEMENTARY READING - TEACHER

BACKGROUND VIEWING AND LISTENING

Films: POLITICS: HIGH COST OF CONVICTIONS, IFB , 5 min.
POLICE AND THE COMMUNITY, Dibie-Dash, 24 min Color. 1969.
STORY OF A POLICEMAN, Wolper, 30 min.

Filmstrip: EXPLORING MORAL VALUES, #1, "Prejudice", Warren-Schloat

Recording: THE MAN WITHOUT A COUNTRY, Edward Everett Hale Narrated by Edward G. Robinson, Caedmon Record.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Conflict exists within every individual.
2. Conflict arises when organic drives, habit formations, or learned values interact in a competitive manner.

ABILITIES AND SKILLS

1. Role-playing
2. Self-examination
3. Paragraph construction
4. Drawing conclusions
5. Research

ATTITUDES

1. Willingness to examine personal motives.
2. Willingness to determine motives or feelings of others.

SUGGESTED STUDENT ACTIVITIES

1. This exercise is designed to dramatize confusion or conflict within the mind of an individual confronted with a situation which requires him to make a decision involving customs or mores. A student sits facing the class. He represents the individual confronted with the situation. Behind him should stand two individuals who represent positive or + thoughts. (Thoughts that represent behavior accepted or expected by home and society). The other represents negative or - thoughts. (Thoughts that represent behavior that is radical, non-conforming, not generally accepted by home or society). One might wear a sign "+ THOUGHTS", the other "- THOUGHTS". Issues or situations which call for a decision should be written on slips of paper and placed in a receptacle. The seated person draws one of the slips and reads it aloud. As he reads, it should be written on the chalkboard. As this is done, "+ THOUGHTS" and "- THOUGHTS" each presents orally a possible reaction to it. These should be written on the chalkboard on each side of the issue or situation. This exercise could be impromptu or pre-planned. Probably at first it should be pre-planned. An example of an issue and responding thoughts follows:

For Example:
ISSUE - "The dress code is discarded."

Thought 1. "I'm going to wear jeans, tennis shoes, wild clothes, hippie stuff." "-"

Thought 2. "Can I leave the house like that?" "+"

Thought 3. "No one has the right to tell me how to dress." "-"

Thought 4. "My parents foot the bill, so maybe they do." "+"

Note: If + THOUGHT speaks first, - THOUGHT speaks in refutation and vice versa.

Thought 5. "Will I have the nerve?" "+"

Thought 6. "What will my friends say?" "+"

Thought 7. "I'll gross everybody out or blow their minds." "-"

Thought 8. "I hate school anyway." "-"

Thought 9. "I might get a bad grade." "+"

Thought 10. "I'm tired of conforming." "+" or "-"

Other issues: Cigarettes, drugs, homework or T.V., conformity or non-conformity, etc.

When each skit is finished teacher should have the students analyze the thoughts written on the chalkboard and point out possible conflicts. Teacher should point out how these conflicts stem from basic drives, habit formation, and learned values.

For example: Basic drives-security, recognition, and response needed from peer group, parent, teachers.
Growth-allowed own choice like an adult.
Habit Formation
- -conditioned to normal dress in school
- -conditioned to authority

Learned values
- -taught what is right in dress
- -taught to respect authority
- -taught to value peer's opinions
- -taught to be modest and practical
- -taught that you act the way you dress

Teacher should lead the students to the conclusion that these skits are examples of conflict within the individual. This conflict does involve others in the individual's mind, but this is mental interaction, and not physical. These thoughts, of course, can lead to conflict with other individuals, or groups.

Teacher should have students volunteer conflict situations in which they may have been involved in school, home, or community. Vary the situations.

2. Give the following questionaire to the students. Announce that the responses will be anonymous. Compile the results and discuss them with class:

1. Your teacher overlooks an error you made on a test. Would you keep quiet about it? YES______ NO______
2. You notice that a sales clerk charges you only $3.98 for a $4.98 record. Would you leave without telling her? YES______ NO______
3. Your friend asks to copy your homework because he went to a party the night before. Would you let him? YES______ NO______
4. You are riding some one else's bike and you put a small dent in it. Would you keep quiet and hope he doesn't notice? YES______ NO______
5. Nearly half the class cheats on math tests. Would you cheat so as not to be at a disadvantage? YES______ NO______
6. You wear a new suit or dress once and decide you don't like it. Would you return it and say you hadn't worn it? YES______ NO______
7. Do you feel it's not as bad to take things from a large supermarket as it is from the small, local grocery store? YES______ NO______
8. You happen to see the coming mid-term exam on the teacher's desk. No one else is around. Would you read it? YES______ NO______
9. You spent all night studying but didn't have time to do your algebra homework. Would you copy a friend's? YES______ NO______
10. Would you use the same written report for two different classes? YES______ NO______

Suggested discussion questions:

2.1 Cheating is an unacceptable value in our society. What makes people respond differently in these situations? (Inner conflict, basic drives, habits, and values in conflict)

2.2 Discuss each question and rationalizations of students. Are some situations more serious than others? Is all dishonesty bad or is it necessary some times?

2.3 What pressures in school or in life will cause people with the basic value of honesty to respond dishonestly?

2.4 Discuss dishonesty and cheating in all facets of life.
For example: Income tax, using office supplies at home, government, employment, school, etc.

3. This exercise is designed to show the student that during their lives all individuals have to take stands on many issues.

3.1 Show Film - "POLITICS: HIGH COST OF CONVICTIONS"

After the filming ask questions:

3.1.1 Why must the individuals make moral decisions during their lives?
3.1.2 Why do some people try to "take the middle of the road"?
3.1.3 What interests were in conflict in decision making by the individual in the film?

3.2 Have each student research five famous men or women, and report the way in which they stood for their convictions.

3.3 Pretend you are a politician. Keep in mind that you want to be re-elected. Take one of the major issues of the day (race, war, pollution...) and write a paragraph on what stand you would take and why.

3.4 Show filmstrip "Prejudice", EXPLORING MORAL VALUES. Develop the understandings as in 3.1 above.

4. Place the following quotations on the chalkboard.
"Laws make it possible for us all to live together in harmony: thus we may avoid some conflicts."
"Laws are the rules by which the game of life - in - a - society is played".

4.1 State that inexperienced and thoughtless young people occasionally become involved in serious situations because they have recklessly ignored the rights of others. This may be their first encounter with a major conflict.
How do we avoid such conflicts?
We must become aware of the laws which govern our actions first.

Using the booklets listed in Basic Readings answer these questions.

4.1.1 What is crime?
4.1.2 What is larcency and a misdemeanor?

4.1.3 What is disorderly conduct?
4.1.4 What are the consquences of a criminal record?
4.1.5 Why do we need laws?
4.1.6 What are some examples of a felony?

4.2 State that sometimes an individual may have a conflict with the law because he doesn't know the law, or because he willfully violates it. Ask -

4.2.1 Did you ever break the law?
4.2.2 Did you realize it was a law?
4.2.3 Why have laws, anyway?
4.2.4 Do laws prevent, or create certain conflicts between you and other individuals? Try to explain your answers from your reading in the two booklets listed above.

4.3 The teacher should construct a role-playing situation in which a small crime has been committed in the classroom. The purpose of this activity is to discover why many students are reluctant to identify the guilty party.

4.3.1 What conflicts occurred in your mind?
4.3.2 How did you handle these conflicts? How should you handle these conflicts?

5. Show the film: STORY OF A POLICEMAN. Discuss the following ideas:

5.1 Has your impression of a policeman changed because of this film? Explain.
5.2 Could you arrest a member of your own family? Brother? Mother?
5.3 If you were the police chief, would you have promoted the policeman to sergeant? Why?
5.4 Were the policemen brutal? (No)
5.5 What is police brutality? (over physical reaction of a policeman or any unreasonable use of force)
5.6 The slogan of the Santa Anna police is "Be Good or be Gone". What does this mean?
5.7 If anyone wishes to report on the mafia, it might make an interesting report.

6. Show the film: POLICE AND THE COMMUNITY and discuss these questions.

6.1 If you were a policeman which would seem more important to you, the protection of an individuals liberty or the detection of a crime?
6.2 What do you think is the general opinion of our police department in our community?
6.3 Why is a policeman the easiest authority figure to identify? (uniform, badge)
6.4 Some policemen feel they are the law, some feel they represent the law. Which is the proper attitude toward their profession?
6.5 This would be an opportune time to have a policeman visit the class or have the class take a field trip to the local police station.

7. Discuss the following terms with the class: patriotism, American ideals, editorials, and feature articles. Have the students read the story, "The Man Without a Country" or listen to the recording. Elicit from students their ideas concerning the nature of the conflict and its causes in the story.

7.1 How was the conflict resolved?
7.2 Was Nolan's story kept from the press?
7.3 What part did Morgan represent in the trial?
7.4 What was Nolan's sentence? Was it in your opinion, fair or harsh? Explain.
7.5 In keeping Nolan constantly in view of the men on the ship, was the idea to give the men on board a constant reminder of the punishment or to impress Nolan of his unpatriotic attitude? How was Nolan involved?
7.6 What was the purpose of the dance on board ship? How was Nolan treated by the men?
7.7 Why should this story be told to Americans?
7.8 In what way did the reading, "The Lay of the Last Minstrel" change Nolan?
7.9 What qualities of character in Nolan were strengthened by his long exile?
7.10 Do you think a man like Nolan, after what he went through in exile, could indeed have "loved" his country as no other man has? Why?

Each student should imagine himself a newspaper reporter at the time of Phillip Nolan's death. His assignment is to write an editorial or feature article about Nolan's life, making the assignment brief but colorful.

UNIT III DEVELOPMENT ACTIVITY #4

BASIC READING - STUDENT

Cummings,,Mark and John, "THE SON" and "THE FATHER", YOUTH, March, 1970.

Kerner, Report of the National Advisory Commission on Civil Disorders

Reprint: "4 YEAR STRIKE, 2 YEAR BOYCOTT-SHOWDOWN" U.S. News & World Report reprint July 14, 1969.

Laurents, A., WEST SIDE STORY (Play)

OUR SON IS A CAMPUS RADICAL. Reader's Digest reprint April, 1969.

Smiley, Marjorie, REBELS AND REGULARS.

SUPPLEMENTARY READING - TEACHER

BACKGROUND VIEWING AND LISTENING

Films: THE HAT, Sterling, 20 min.
FORGOTTEN AMERICAN, Columbia, 25 min.
I JUST DON'T DIG HIM, IFB, 10 min.
WHERE WERE YOU DURING THE BATTLE OF THE BULGE, KID, IFP, 25 min.
Recording: WEST SIDE STORY. Columbia.
Game: GENERATION GAP, A.G.A.

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Conflict may arise out of territorial and economic rivalries.
2. Conflict may be generated by power and generation struggles.

ABILITIES AND SKILLS

1. Vocabulary building
2. Library Research

ATTITUDES

1. Willingness to seek underlying causes (Economic, Territorial, Power, Generation) of hostile feelings.
2. Willingness to deal with the causes rather than the symptoms of hostility.
3. Willingness to see the benefits of peaceful resolution and the tragedy of violent resolution or nonresolution.

SUGGESTED STUDENT ACITIVITIES

1. Students should read 'Our Son is a Campus Radical.' Since there are new words they should continue their glossary and be familiar with the words before they read. The teacher may point them out.
    1. Expression of conflict: What can we tell about Peter from his dress, attitude, voice, cat callings? Are these a cover up for a conflict within Peter?

1.2 What type of conflict is this? Peter vs. himself?
Peter vs. parents? (generation gap)
Peter vs. society?
Idealism vs. realism?
1.3 What are the sources of conflict in Peter? Is he naive? Immature? Was he too sheltered? Did he grasp the magnitude of world problems? Did he want quick solutions? Were his parents blind to his point-of-view?
1.4 Resolution of conflict: Was Peter's conflict resolved?
What can lead to the resolution?
What happens if there is no resolution?
1.5 Discuss: Peter's job, responsibility, understanding of world problems, maturing.
Peter's communication with parents.
Parents willingness to understand.
Parents understanding their role.
Parents concern with problems outside of the home.

New words: Radical, ghetto, bigotry, racism, apathy, media, utopia.

2. Read the play WEST SIDE STORY and bring out the following points:

2.1 Power Struggle - (Leadership Struggle within the group).
Jets ("European Americans") vs. Sharks ("Puerto-Rican Americans")
2.2 Territorial bounds - ("turf")
2.3 Economic problems - (tenements, slums, poverty, homeland vs. new land).
2.4 Generation gap - (1st. generation vs. 2nd. generation).
2.5 Ideal (Dream) - vs. Reality (Symbolism of Statue of Liberty).

3. Read the play THUNDER ON SYCAMORE STREET by Reginald Rose in REBELS AND REGULARS and develop the following points:

3.1 Power Struggle - Within three families in the community (Blake & Arthur Hayes. Morrison's vs. rest of street) within white community.
3.2 Territorial Struggle - neighborhood tries to forcibly remove ex-conflict.
3.3 Economic - lowering property values due to image of ex-convict.
3.4 Generation Gap - beginning of hero-image - loss of father's prestige in son's eyes.
3.5 Ideal vs. Reality - when a man has paid his debt to society, he should be accepted by society, but, in reality he is not so accepted.

4. Teacher may use any current issue or event that exemplifies the economic causes of conflict.

    4.1 The "Report of the National Advisory Commission on Civil Disorders" may be used as background reading. (See poverty in the Report index)
    4.2 Examples of economic conflict: Students can research to determine causes of these conflicts.

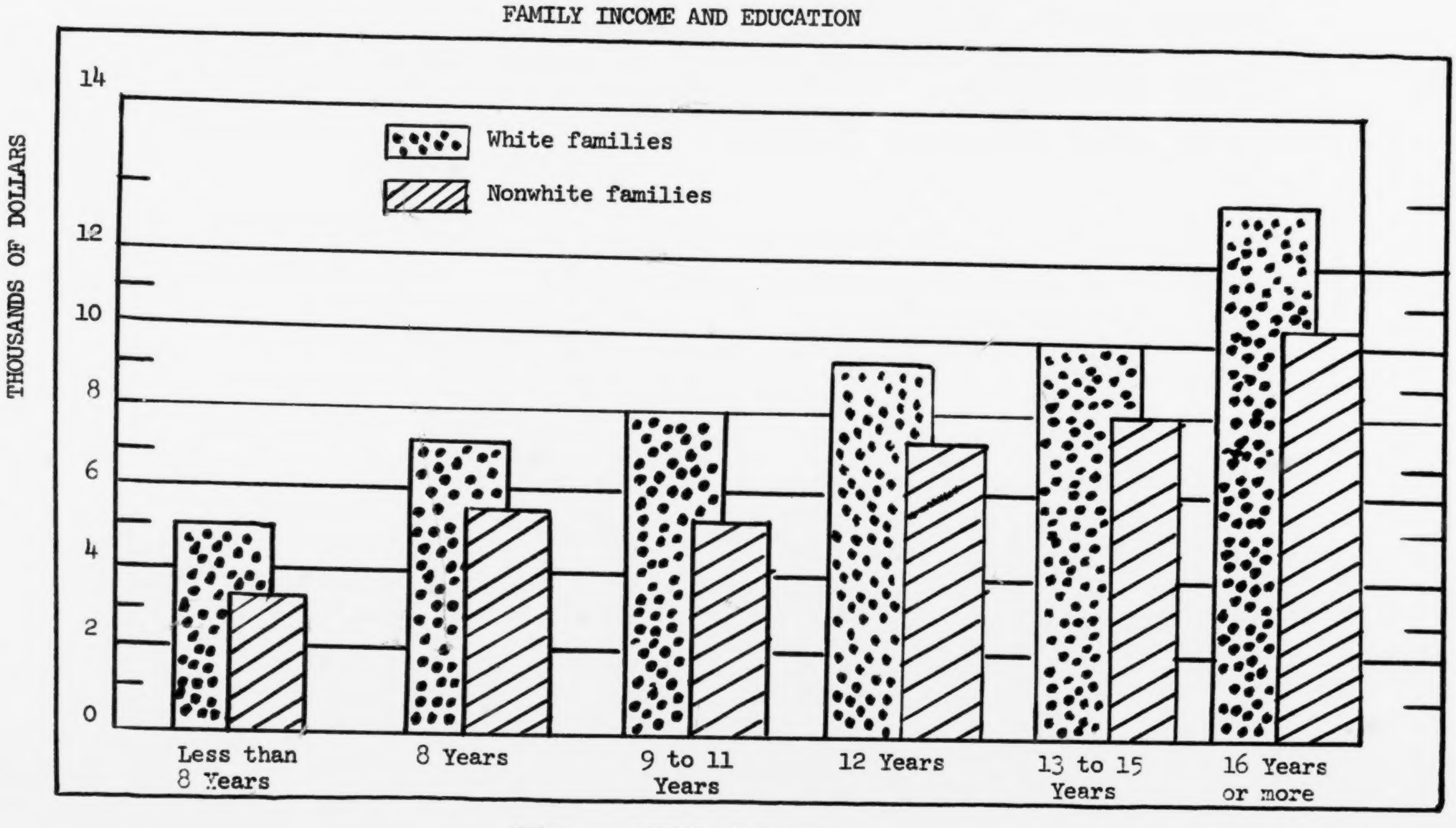
        4.2.1 Grape Strike (Calif.) - wages, bargaining postition, working conditions.
        4.2.2 Public Employees - postal, teachers, police and others.
        4.2.3 Appalachia
        4.2.4 American Indians
        4.2.5 Mexican - Americans
        4.2.6 Ghetto Negro

    4.3 Research into these areas of conflict should include an understanding of the following:

        4.3.1 Physical damage - malnutrition, brain damage.
        4.3.2 Psychological - loss of pride, worth dignity.
        4.3.3 Economic priorities - local, state, Federal budgets.
        4.3.4 Stereotyping, scapegoating, demagoguery.

5. Give each student a copy of the following bar graph showing Median Money Income of families, by years of school completed and color of the head of the household. (1967)

FAMILY INCOME AND EDUCATION



YEARS OF SCHOOL COMPLETED

Statistical Abstract of U.S. 1969

5. (con't)

Instruct the students to take the chart home and, as a family project, answer the following:

5.1 When you saw this chart what impressed you least? Most?
5.2 Why is there such a discrepancy between white and nonwhite family income at a given level of education?
5.3 What types of conflict might arise because of this discrepancy?
Examples: Rise in unionism by (building trades) nonwhites.
Demands for equal economic opportunity.
Demands for improved education in ghetto or nonwhite schools.
Demands to subsidize black business. Demands for black separation.
Increase in rioting, looting, burning, theft and crime.

6. Show the film"THE HAT". This film depicts man's struggle over territory and the conflict that arises. Note the animals who move freely. Do they also maintain their territory?

7. Two poems, a young poet gets a "straight" answer...from his father (THE SON, THE FATHER), may be read and discussed to point out the "generation gap".

7.1 What does the son mean by "living hell"? Is he over-reacting?
7.2 How is the father sterotyping? Is demonstrating unpatriotic, or "communistic"?
7.3 Both poems reflect over-exaggeration and a hardened attitude. How can these views be bridged?

Discuss: Dangers of stereotyping, generalizing, failure to see other's point of view, lack of communication, and failure to compromise.

A YOUNG POET GETS A "STRAIGHT" ANSWER........FROM HIS FATHER

One day Mark Cummings, 16, wrote a poem about the war and left it on the top of the TV set in his family's home at Bryan's Road, Md., a small suburban community downriver from Washington, D.C. His father, John, found the poem and reacted by writing a poem in reply. Both poems appeared later in the Washington Daily News. With permission we reprint them here as an example of a father and son in conflict, but still in communication.

THE SON:

Give your son to Uncle Sam
To have him turned into a man.
He'll be a man so big and strong.
But he won't be with us very long.

Uncle Sam wants a war,
Then your son is yours no more.
You should be proud to know he died,
While fighting for his country pride.

Sam says it is a dreadful shame,
That now your son is just a name,
But take a look at Army files,
And see a list that stretches miles.

He was a brave man says the letter,
And as a soldier there was no better,
But nothing said about tomorrow,
And how many mothers share your sorrow.

Eighteen years you raised your son,
Then Uncle Sam gave him a gun.
Then came a bullet that bore his name,
Your life will never be the same.

To all the people he left behind,
He's just a memory in their mind,
But we know that he is well,
Cause he's escaped this living hell.

Mark Bennett Cummings

THE FATHER:

Burn your draft card, curl your hair,
Tell them you're not going anywhere,
Fight the system, curse the day
The draft board sent a card your way.

Carry signs, oppose the war,
Let the whole world know you're sore,
Pop some H, inhale some weed,
Pay the establishment no heed.

Play the guitar, dress up in rags,
Admire girls that look like hags,
Be anti-social, scream "unfair",
Put some flowers in your hair.

Denounce your country, defile your flag,
Let your patriotism sag,
Scream and holler, rant and rave,
And be a communistic slave.

To you, my son, all I can say,
I hope your happy in your way.
I fought and served my country well
To save for you your "living hell".

John Nelson Cummings

Published in YOUTH Magazine, March 1970
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of the authors.

8. Show film: I JUST DON'T DIG HIM or WHERE WERE YOU DURING THE BATTLE OF THE BULGE, KID? Discuss the generation gap and the conflict between parents and son arising over values.

9. Play the game GENERATION GAP, and as a culminating activity answer the following:

    9.1 What issues did you trade off? Why? What issues did you stay firm on? Why?
    9.2 Did you find that teenagers had power in disobedience?
    9.3 Did you find that parents threats and punishments detered disobedience?
    9.4 What effects would continued disobedience of parental rules have on a teenager?
    9.5 Why is compromise important for both teenagers and parents?

10. Show film: FORGOTTEN AMERICANS.

    10.1 What conflicts do the American Indians face?
    10.2 Identity crisis - Who am I? (Indian? Caucasian? Both?)
    10.3 Generation gap (Older Indian accepts life - younger rejects old way and can't cope with the new).
    10.4 Reservation life (U.S. assimilation)
    10.5 Acceptance of white man's values. (Comeptitive vs. co-operative)
    10.6 Economic - lack of jobs, poor housing, poor health, poor land.
    10.7 Education - boarding school.
    10.8 Government vs. self-management.
    10.9 White man's ignorance and lack of respect for another man's life.

UNIT III DEVELOPMENTAL ACTIVITIES #5

BASIC READING - STUDENT

Cuban, Larry. THE NEGRO IN AMERICA, Chapter 13.
DETROIT'S REALISTIC RESPONSE TO RIOTS. Reader's Digest, Dec., 1968.
DRUG FACTS. AT&T
LUDLOW: A LESSON IN INTEGRATION Reader's Digest, Sept., 1968.
Marshall, Leon, et al. UNDERSTANDING YOURSELF AND YOUR WORLD.
Picozzi, Raymond, ed. PLAYS TO ENJOY. "What Goes On Inside a Kid's Head"
U.S. NATIONAL ADVISORY COMMITTEE ON CIVIL DISORDERS. Report.
UNITED STATES PUBLIC HEALTH SERVICE. Pamphlets: Narcotics, LSD, Marihuana, The Up and Down Drugs

SUPPLEMENTARY READING - TEACHER

Branca, Albert A. PSYCHOLOGY: THE SCIENCE OF BEHAVIOR.
Gavian, et al. OUR CHANGING SOCIAL ORDER

BACKGROUND VIEWING AND LISTENING

Films: INSIGHT OR INSANITY, Bailey, 18 min.
MARIHUANA, Bailey, 27 min.
THINKING ABOUT DRINKING? Higgins, 15 min.
Filmstrip: THE BLACK RABBITS VS. THE WHITE RABBITS

BASIC UNDERSTANDINGS

KNOWLEDGE

1. To resolve a conflict one must examine its origins.
2. The individual has many ways to resolve his conflicts.
3. Society sets up controls to prevent and resolve conflicts.
4. Social controls evolve with society.

ABILITIES AND SKILLS

1. Critical thinking
2. Critical reading
3. Library research
4. Vocabulary

ATTITUDES

1. Willingness to resolve his conflicts meaningfully.
2. Willingness to accept democratic social control.
3. Willingness to accept the rate of change in a democratic society.

SUGGESTED STUDENT ACTIVITIES

1. Teacher can write the word "resolution" on the board. Question the class as to it's meaning.
    - 1.1 What is the difference between "resolution" and "solution"? (Solution - a permanent end to the conflict; resolution - temporary harmony, ever-changing.
    - 1.2 Let's look at individual conflict and individual means of resolution. Teacher may want to review the characters in INHERIT THE WIND, WEST SIDE STORY, OUR SON'S A CAMPUS RADICAL, and THUNDER ON SYCAMORE STREET. (See chart, next page)
      For example, how did the following characters resolve their conflict? Identify their conflict and what was done or could have been done to resolve that conflict.

THE INDIVIDUAL AND CONFLICT

CHARACTER	PLAY OR STORY	CONFLICT	RESOLUTION	OPTIONAL RESOLUTION
BERTRAM CATES	INHERIT THE WIND	Right to teach evolution when against the law.	Court case	Obey the law. Teach it on the side. Go to another state. Work to change law.
PETER	OUR SON IS A CAMPUS RADICAL	Idealism vs. reality parental conflict	Open communication Greater understanding Social work	Leave home Leave society Become a militant radical
JOE BLAKE ARTHUR HAYES	THUNDER ON SYCAMORE STREET	Social rejection of ex-con	He made a responsible and respected decision at end of play - stayed in white neighborhood.	Desert family. Make a wiser investment. Run and hide.
TONY	WEST SIDE STORY	New life vs. Old self vs. Friends	Helped his old friend, Riff. Attempted to stop gang fight.	Run off with Maria. Call police. Move.

2. The purpose of this discussion is to show how individuals resolve many conflicts. It is concerned with defense mechanisms. Teacher may use any psychology text for more examples.

   2.1 When you flunk a test, what do you tell yourself? Your family? What do you do? What does your family do?

"teacher's fault"	scapegoating
"teacher hates me" "I don't care" "It's not important"	rationalization
excel at sports music, art	compensation
kick your dog beat up kid brother	displacement
engage in day dreaming	fantasy
temper tantrum over low grades	regression

2.2 Why are defense mechanisms necessary?
They prevent us from facing reality or the truth.
They help us to maintain our egos, pride, self-worth.
Some we recognize and some are built-in so that we are unaware of them.

2.3 Why should we be aware of our defense mechanisms?
Facing the truth, although difficult, may lead to resolution of conflict.
Over-use of defense mechanisms indicates a severe emotional behavior, and could lead to anti-social behavior. Example: A person who always takes his hostility out on others and scapegoats.
Self-examination of motives and actions is necessary to ease conflict.

2.4 Class could read the play "INSIDE A KID'S HEAD" by Robert E. Lee.
    2.4.1 What is his defense mechanism? (fantasy)
    2.4.2 Why is this necessary for him? (self-respect)
    2.4.3 Is this his only means of resolution?

2.5 If the individual can resolve conflict through a defense mechanism, is this not possible for groups such as nations? Here the teacher may want to discuss various conflicts in the world such as the Arab-Israeli conflict, the cold war.
For example:
    2.5.1 Displacement - stoning American Embassy - fantasy - self-righteousness hostility projection - enemy is the aggressor - not us.
    2.5.2 Discuss examples of scapegoating:
        Hitler using the Jews as scapegoats.
        Arabs using Israel as scapegoats.
        John Birchers using communists as scapegoats.
        Communists using Fascists and vice versa as scapegoats.
        "Whites" using "Blacks" as scapegoats.
        "Blacks" using "Whites" as scapegoats.
        Midwest using Wall Street as scapegoats.
        Agnew using T.V. media as scapegoats.
        Unions using management as scapegoats and vice versa.

3. To resolve an individual conflict one must face it.
    3.1 How can an individual physically refuse to face his problems? (drugs, alcholism, suicide.)
    3.2 Is the problem removed by these escapisms?
    3.3 Does it compound the problem?
    3.4 Why can these resolutions be harmful?
    3.5 How can we help alcoholics and drug users?

Here the teacher can develop an exercise on drugs, or alcoholism. For example:

3.6 The students may research the 4 major categories of drugs amphetamines-barbiturates-hallucinogens, and hard narcotics. Following is a possible chart. (See page 136.) See DRUG FACTS and U.S. P.H.S. pamphlets.

3.7 When a chart is completed and fully discussed, divide the room up into teams. Have a team member from each team go to the blackboard and face the wall. Teacher will make a statement from one box of the chart. The student will turn to the class and hold up the letter A, B, H, N, depending on the answer.
If correct that team gets a point. Every team member takes a turn. Do to overlapping answers (example: same penalty for some) several answers may be acceptable.
Card A (Amphetamines)
Card B (Barbiturates)
Card H (Hallucinogens)
Card N (Hard Narcotics) Teacher may want to divide card H into card M for Marijuana and an LSD.

3.8 Show any of the following films:
"THINKING ABOUT DRINKING"
"MARIJUANA"
"LSD INSIGHT OR INSANITY"

4. This is an exercise on how Social Laws evolve to reduce conflict.

4.1 Give students questionnaire.
    4.1.1 Would you marry your sister?
    4.1.2 Would you eat dog meat?
    4.1.3 Would you dig up your Mother's grave?
    4.1.4 Would you wear white socks to school?
    4.1.5 Would you eat spaghetti with your hands?
    4.1.6 Would you hit your parents if they got on your nerves?
    4.1.7 Would you swim nude at a public bathing house?
    4.1.8 Would you write an obscenity on your house?
    4.1.9 Would you keep money you saw someone drop?
    4.1.10 Would you break the law if you knew you could get away with it?

4.2 Write words TABOOS, CUSTOMS, MORES, LAWS, on the board. Define words. What are the differences in their meanings? Use reprint from UNDERSTANDING YOURSELF AND YOUR WORLD to develop these ideas.

4.3 Look at questionnaire. Decide which are TABOOS (4.1.1, 4.1.2, 4.1.3) CUSTOMS (4.1.4, 4.1.5, 4.1.6) MORES (4.1.7, 4.1.8, 4.1.9) LAWS (4.1.10)

4.4 Teacher can point out in highly developed societies many taboos, customs, and mores have become written law. For example it is a taboo to marry your sister and it is also illegal. It is a custom to respect your flag and this is also legal.

4.5 If there were no punishments would you answer any of the questions differently? Would this cause a conflict in your choice if there were no law?

Note to teacher: Student's chart should have only title and headings.

DRUGS

	BARBITURATES	AMPHETAMINES	MARIHUANA	LSD	HARD NARCOTICS (OPIUM, MORPHINE, HEROIN
NICKNAMES	Goof Balls Goofers Barbs	Bennies Speed Dexies Pep Pills Football	Mary Jane Pot Grass Tea Joints	Acid Cubes Sugar The Big D	Hop Tar White Stuff Morpho Junk Horse
MEDICAL USE	Treat mental illness Control high blood pressure and epilepsy Relieve tenseness	Combat depression Control appetite	NONE	Psychiatry	Reduce worry, tension, hunger, thirst Hepatitis Overdose kills
EFFECTS	Slows heartbeat rate Lowers blood pressure User may appear drunk Arouses anger Overdose results in coma, death	Speeds heartbeat Headaches Diarrhea Mouth dryness Feeling wide awake, confident After high feeling, unhappiness Overdose: muddled thinking, insanity	Debatable: like alcohol, depends on individual Drowsy Cheerful or sad Talkative	Recurring effects Birth defects Danger to genes Suicide Helplessness Panic Murder	Reduce worry, tension, hunger, thirst Hepatitis Overdose kills
PHYSICAL ADDICTION	Yes	No	No	No	Yes
PSYCHOLOGICAL ADDICTION	Yes	Yes	Yes	Yes	Yes
PENALTIES	$10,000.00 fine 1 - 3 years	$10,000.00 fine 1 - 3 years	$20,000.00 fine 2 - 40 years	$10.000.00 fine 1 - 3 years	2 - 20 years
WAYS TAKEN	Capsules Pills	Injections Pills Capsules	Smoking Eating	Pills Cookies	Sniffing Injecting Skin popping

4.6 The teacher should now make sure students understand that the purpose of TABOOS, CUSTOMS, MORES, and LAWS is to give an individual guidelines for being accepted in his culture and also to reduce conflict in it.

TABOO - A forbidden act thought to be harmful to the individual or group. Breaking a taboo will result in a self-inflicting punishment, the guilty person may eventually become sick, have bad luck, or even die. Many taboos evolve into written laws. Examples of taboos in the U.S. are eating dog meat or incest.

CUSTOMS - A way of thinking or acting that is common to the members of a culture group. A person who does not comply will usually be ridiculed. Examples of customs: dress and manners.

MORES - Those customs that are essential to the individual's and group's welfare. To break the mores is always serious and considered immoral. Examples of mores: abandonment of children, values, beliefs, morals.

LAWS - Written rules and regulation to control society. Examples of laws: stealing, tresspassing, littering.

5. **Resolution:**
To resolve conflicts that caused riots, it was necessary to engage in compromise, adjustment and cooperation. Put the following vocabulary terms and words on chalkboard. Define and discuss each word.

5.1 (Discriminated, ghettos, insurrection, militant, prejudice, privation, voicelessness threnody, hard-core unemployed. Teacher may add more from article.)
5.2 Let students read "DETROIT'S REALISTIC RESPONSE TO RIOT"
5.3 Describe accounts from REPORT OF THE NATIONAL ADVISORY COMMISSION ON CIVIL DISORDERS.
5.4 Ask these or similar questions.
    5.4.1 What minor conflicts lead to Detroit's riot?
    5.4.2 What has Detroit tried to do to insure that another riot will not occur?
    5.4.3 How else could Detroit correct some of the wrongs in the inter-city?

6. Integration is a source of conflict. It may be resolved voluntarily, legally, or through force.

6.1 Have the students read the two different accounts of integration. LUDLOW, A LESSON IN INTEGRATION and Cuban, NEGRO IN AMERICA, Chapter 13. Discuss the differences in the two approaches.

6.1.1 How did Ludlow and its location differ from Little Rock?
6.1.2 What are the two types of integration described in these accounts?
6.1.3 In what way was the white response the same?
6.1.4 What prevented disaster in Ludlow?
6.1.5 What made integration work in Ludlow, and in Little Rock?
6.1.6 What fears contribute to conflict over integration?

6.2 Discuss recent Supreme Court rulings and the outcome of integration in some cities discussed in the news. Discuss alternatives to forced integration such as fleeing farther to the suburbs, or private schools.

6.3 Announce to the class that next term their city and school will be integrated. Have the students write a paragraph or two on what they think the outcome of such a decision would be. Questions a teacher might ask to get them thinking.
6.3.1 What would your personal reaction be? Your parents? Your City?
6.3.2 Would there be hostility or violence?
6.3.3 How would this decision be enforced? What obstacles would it meet?
6.3.4 What could be done to make sure the problem is settled peacefully?
6.3.5 What would be best for the community to do, knowing that integration was inevitable?
6.3.6 What would probably cause over-reaction in the community?

6.4 Show filmstrip: "THE WHITE RABBITS vs THE BLACK RABBITS." Discuss.

7. This activity is designed to show how and why meaningful change in society occurs.

7.1 Have some students research the history of traffic laws and safety rules. (Give these students 3 or 4 days then go to 7.2)

7.2 Have students ask parents what type of regulations they can remember from their first days of driving. Suggest hints such as age, speed, type of equipment, type of traffic signals, and other driving rules.

7.3 Get present driving regulations from local police and compare them with past regualtions.

7.4 Why have regulations changed so much? (Protecting others; increased speed with new inventions; Ralph Nader)

7.5 Discuss rate of change. Have students who have researched traffic and safety rules report and develop the concept that the rate of change increases from the interaction of ideas and innovation.

7.6 Discuss the idea that change for the sake of change (new models each year) and change as a meaningful thing are different.

UNIT II DEVELOPMENTAL ACTIVITY #6

BASIC READING - STUDENT

SUPPLEMENTARY READING - TEACHER
Lowe, David, KU KLUX KLAN: THE INVISIBLE EMPIRE

BACKGROUND VIEWING AND LISTENING
Films: THE QUESTION. McGraw-Hill, 10 min.
THE DOT AND THE LINE. Films Inc., 15 min.
Filmstrip: K.K.K.: OUR ANTI-SOCIAL KLUB. LEP

BASIC UNDERSTANDINGS

KNOWLEDGE
1. Symbols are the basis of all communication
2. Obvious contests or conflicts are symbolic expressions of deeper conflicts.
3. Symbolic expressions of conflict may be peaceful or violent.
4. Individuals and groups manifest attitudes through symbolic reactions.

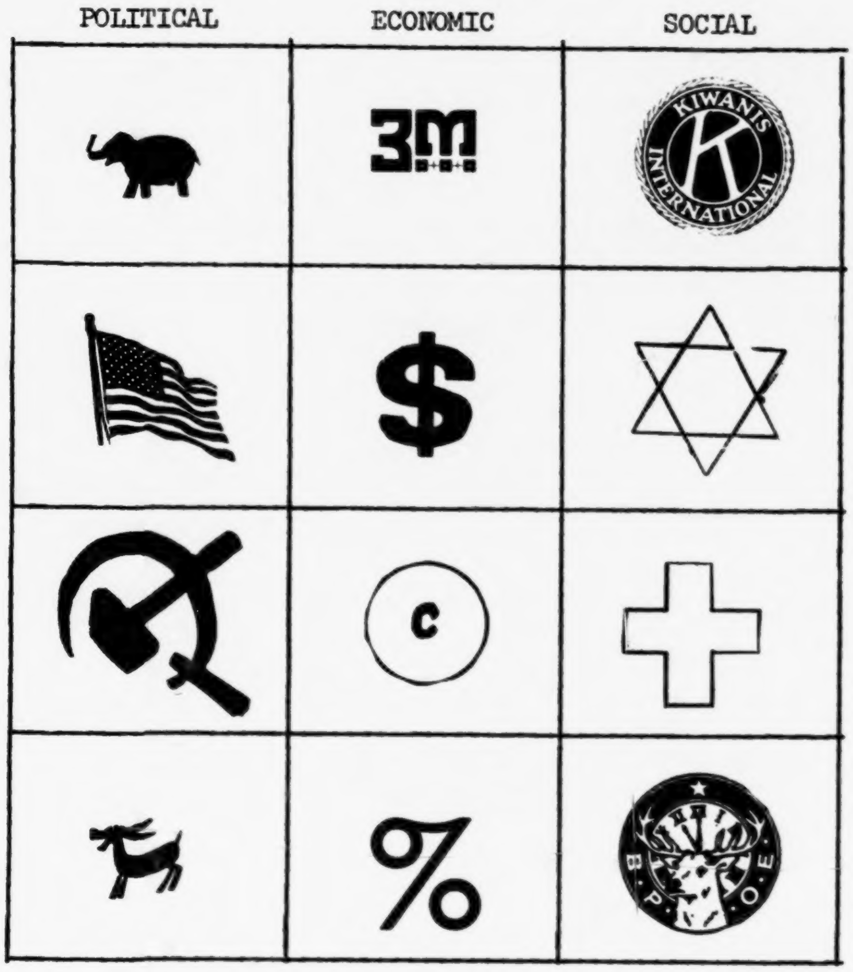
ABILITIES AND SKILLS
1. Use of Dictionary.
2. Increased vocabulary.

ATTITUDES
1. Willingness to recognize and examine symbols.
2. Willingness to see actions as symbols of conflict.
3. Willingness to see the purposes and the dangers of emotionalism as attached to symbols.
4. Willingness to realize that symbols may be a facade for some deeper conflict.

SUGGESTED STUDENT ACTIVITIES

1. Before showing film THE QUESTION the teacher should put a blank chart (see next page) on the board with headlines of POLITICAL, ECONOMIC, SOCIAL. Discuss the meaning of the words POLITICAL, ECONOMIC and SOCIAL. Make sure the students understand the meanings of these words. Then show the film.

SYMBOLS



POLITICAL	ECONOMIC	SOCIAL
Republican Party	Corporation Trade Mark	Service Club
National Flag	Dollar Sign	Star of David
Communist Emblem	Copyrighted	International Red Cross
Democratic Party	Percentage	Fraternal Organization

NOTE: The symbols on this chart are suggestions only.

1.1 After the film has been shown have the students put symbols on their charts. Using the students' ideas, make a composite chart on the chalkboard. Discuss the the nature of the symbols used. Ideas for the symbols can be from the film or from the students' experiences.
1.2 Why do we have symbols?
1.3 Does any symbol mean the same thing to all people?
1.4 What happens when different meanings are derived from the same symbol?
1.5 Point out that the American flag is used as a symbol differently by different groups.
  1.5.1 How is the symbolic use of it a source of conflict?
  1.5.2 What different reactions, emotions, and feelings are evoked by its use as a symbol?
  1.5.3 What respect should be shown it? Why?

2. The teacher should ask the students how we can tell when an individual or group is upset, angry, involved in rivalry and conflict. List responses on the board as the information is volunteered. (See Unit Outline)

   2.1 First discuss and list "individual" expressions or symbols of conflict. Students might want to act these out.
   Teacher can point out that some actions are self-oriented and self-directed (suicide, drinking, drugs), while others involve other people (name-calling, booing, fighting) (see outline) These are all symbolic expressions of conflict.
   2.2 Next discuss and list "group" symbols of conflict. (See chart on next page)
      2.2.1 What emblems show conflict?
      2.2.2 What dress shows conflict?
      2.2.3 What contests are symbols of conflict? (Competition)
      2.2.4 What are peaceful expressions of conflict?
      2.2.5 What are violent expressions of conflict?
   2.3 In this exercise the teacher might want to compare two groups that are in conflict, or do the groups individually. (See chart on next page)

3. Show filmstrip K.K.K. and ask these questions:

   3.1 What obvious symbols did you see in the filmstrip?
   3.2 What conflicts are these symbols expressions of?
   3.3 Why are these symbols of group conflict?

4. Have the students find examples of symbols in the newspaper. These may be status symbols, or symbolic actions. Ask the student to dig beneath the obvious conflict and determine the deeper conflict involved.

5. Show the film THE DOT AND THE LINE. Elicit answers to the following questions:

   5.1 Why did the circle admire the squiggle? (gay, carefree, uninhibited, joyful)
   5.2 What did she think about the line? (dull, conventional, smothered)
   5.3 What values did the line represent? (dependability, dignity, forcrfulness, love, confidence, determination, self-control, concentration)
   5.4 With what fantasy did the line indulge himself? (dare devil, leader of world affairs, law enforcement agent, potent force in world of art, international sportsman)
   5.5 Do you ever indulge in fantasy? Why?
   5.6 What negative values did the squiggle represent? (sloth, anarchy, undisciplined, indeterminate actions and ideas)
   5.7 What values did the circle represent? (beauty, perfection)
   5.8 What is the moral in the statement "To the victor belong the spoils"? The forceful person who has direction and determination is succussful.

GROUP CONFLICT

	GREASE	FRATS	DOVES	HAWKS	U.S.A.	U.S.S.R.	K.K.K.	BLACK PANTHERS
EMBLEMS & GESTURES	Chain Iron Cross Swatika	Peace Symbol Peace Sign	Peace Symbol	American Flag Bumper Sticker (Love it or leave it)	--- Flags --- --- Medals --- --- Shoulder Patches --- --- Salutes ---		Cross Hoods	Wooden Idols Raised Fist Clenched Fist
DRESS	Black Leather Jackets Levis Boots	Mod Dress Loafers	Mod or Hippie Dress	Hard Hats Uniforms	--- Uniforms ---		Robes	African Dress "Natural" Hairdo
COMPETITION	Poor Grades Unathletic Yes Extra Curricular Activities	Good Grades Athletic No	--- Foreign Policy --- --- Elections --- --- Seek to influence others ---		--- Arms Race --- --- Espionage --- --- Space Race --- --- Cold War --- --- Olympics ---		--- Rallies --- --- Campaigns --- --- Literature ---	
PEACEFUL EXPRESSION	"Mouth Off" Form Gangs	Clubs Athletic Competition	--- Demonstrations --- --- Debates --- --- Moratoriums --- --- Propaganda ---		--- Foreign Aid --- --- Propaganda --- --- U.N. --- ---Summit Meetings--- --- Treaties --- --- Demonstrations--- --- "Hot Line" ---		--- Rallies --- --- Campaigns ---	
VIOLENT EXPRESSION	--- Gang War ---		--- Clashes --- --- Destruction ---		--- War --- --- Aid to Belligerents ---		--- Murder --- --- Brutality ---	

UNIT III CULMINATING ACTIVITIES

BASIC READING - STUDENT

Am. Soc. Assn. THE KID WHO HAD A THING FOR LINCOLNS, "Ken". p.9

SUPPLEMENTARY READING - TEACHER

BACKGROUND VIEWING AND LISTENING

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Conflict has a source, an expression, and a resolution.
2. Conflicts may have singular or multiple sources, expressions, and resolutions.
3. Conflicts may be within the individual, between individuals, between individuals and the group, between groups, or it may involve all of these.

ABILITIES AND SKILLS

1. Analyzing social studies material.
2. Critical thinking

ATTITUDES

1. Willingness to recognize and resolve personal conflicts.
2. Willingness to respect rules that govern competitive situations.

SUGGEST STUDENT ACTIVITIES

1. Read "Ken" in THE KID WHO HAD A THING FOR LINCOLNS. Choose a conflict from the article and write a one sentence analysis for each of the following points:

   1.1 The conflict
   1.2 The source of conflict
   1.3 The expression of conflict
   1.4 The resolution of conflict
   Discuss the results in class.

2. Use a cartoon which shows a conflict and analyze it from the following points:

   2.1 The conflict
   2.2 The source of conflict
   2.3 The expression of conflict
   2.4 The resolution of conflict

   Discuss in class.

UNIT III EVALUATING ACTIVITIES

BASIC READING - STUDENT

SUPPLEMENTARY READING - TEACHER

BACKGROUND VIEWING AND LISTENING

BASIC UNDERSTANDINGS

KNOWLEDGE

1. Conflict has an origin, an expression, and a resolution.
2. Conflicts may have singular or multiple origins, expressions, and resolutions.
3. Conflicts may be within the individual, within the group, between groups, or they may involve all of these.

ABILITIES AND SKILLS

1. Critical Thinking

ATTITUDES

1. Willingness to respect rules that govern competitive situations.
2. Willingness to engage in self-appraisal when confronted with a conflict.
3. Willingness to resolve conflicts peacefully.

SUGGESTED STUDENT ACTIVITIES

Use any or all of the following ideas and analyze each one according to the following points:

The conflict
The source of conflict
The expression of conflict
The resolution of conflict

1. Develop a cartoon showing conflict. Analyze it.

2. Have each student analyze a current song such as "The Eve of Destruction." by Barry McGuire.

3. Write and present a skit which shows conflict. Have each member of the class analyze it.

4. Analyze some art object such as Picasso's painting "Guernica".

5. Plan a series of individual or very small group field trips. Each student is to be accompanied by an adult with whom he can later discuss the experience. This is to be a combination interview and observation. They may visit a person or attend a meeting. Examples:

    Social worker
    Probation officer
    Police chief
    Mayor
    Judge
    Racial groups
    Council meeting
    School board meeting
    Courtroom
    Complaint department
    Recreation centers
    Synonon
    Newspaper editor
    TV newscaster
    Radio newscaster
    Ethnic groups
    Zoo
    A. A.

Before the trip discuss with the class the things they might look for and list or note these. This listing or questions should help sharpen each persons perception and interpretation of what he might see and hear. Such things as: location, facilities, dress, attitude toward occupation, attitude toward you, ability to communicate - language.

UNIT III BIBLIOGRAPHY

BOOKS, PERIODICALS AND PAMPHLETS

Anon. "Our Son is a Campus Radical". READER"S DIGEST, Vol. 94 (April, 1969), pp.71-75. (Reprints Available)
Parents of the "Campus Radical" began to probe the influences that had turned their son into a hostile young militant. What they discovered caused them to re-examine their own life values and social involvement.

Blank, Joseph P. "Ludlow: A Lesson on Integration", READER'S DIGEST, Vol. 93 (September, 1968), pp. 193-98. (Reprints available)
"How the embattled Residents of a suburban community, drawing on intelligence, understanding and patience, created a stable, high quality, biracial neighborhood."

Branca, Albert A. PSYCHOLOGY: THE SCIENCE OF BEHAVIOR. Boston: Allyn and Bacon, 1968.
This book presents a well-rounded treatment of general psychology. Materials of historical importance are included to show the logical development of psychology. Where possible, applications of psychological principles are discussed and highlighted by examples. Includes a teacher's manual.

Cuban, Larry. THE NEGRO IN AMERICA. Problems in American History Series. Glenview, Illinous: Scott, Foresman, 1964.
This volume of the "Scott Foresman Problems in American History" series is an effort to enlarge the student's understanding of the Negro's role in American history. The fifteen problems in the volume trace the path of the Negro from the auction block to the brink of first-class citizenship.

Cummings, Mark and John. The Son and the Father", YOUTH, Vol. 21 (March, 1970), p. 10.
These poems deal with the generation gap. A son presents his point of view, and his father responds with his. Poems show overgeneralization and stereotyping--factors which lead to conflict.

DRUG FACTS. American Telephone and Telegraph C o., 1970.
An uncopyrighted, twelve page booklet prepared by the AT&T Medical Division. May be duplicated without prior permission. Defines drugs, signs of drug misuse, and gives description, identification, methods of use, and slang terms for twenty-two narcotics, stimulants, depressants, and hallocinigens.

Ehrlich, Paul R. THE POPUALTION BOMB. Paper. New York: Ballantine, 1968.
Dr. Ehrlich describes the "Dimensions of the crisis population in all its aspects--air, food, water, birth control, our total environment--and provides a realistic evaluation of the remaining options."

4-Year Strike, 2-Year Boycott: Showdown", U.S. NEWS AND WORLD REPORT, Vol. LXVII (July 14, 1969), pp. 83-84.
The strike of the grape pickers in California did not work. However, the union strategy of boycott appears to be getting results for the Mexican Americans in their long dispute with growers.

Gavin, Ruth Wood. OUR CHANGING SOCIAL ORDER. Boston: D.C. Heath Co., 1953.
A study of contempory problems from the sociological point of view. Young people need to learn to analyze the problems of society in terms of how they affect human beings, and by using the basic principles of sociology, psychology and mental hygiene they will learn to live more intelligently.

Hale, Edward Everett. THE MAN WITHOUT A COUNTRY. New York: Franklin Watts, 1967.
Philip Nolan, a young officer of the United States army, is tried for the Aaron Burr conspiracy. During the court trial he exclaims that he never wants to hear of the United States again. The court grants his wish and sentences him to live out his life on a naval vessel and never hear news of his country again. The story recounts the mental torments of the countryless prisoner.

Houghton, Norris, ed. ROMEO AND JULIET. William Shakespeare; WEST SIDE STORY. Arthur Laurents. Paper. New York: Dell, 1965.
WEST SIDE STORY is based on Shakespeare's ROMEO AND JULIET. The feud between two New York teenage gangs shatters the romantic dreams of two young lovers. Vividly brings into focus a contempory social problem.

Lawson, Robert. WATCHWORDS OF LIBERTY. Boston: Little, Brown & Co., 1957.
"Here are the words of great Americans in war and in peace--more than fifty of the famous quotations which highlight memorable moments in our American history from the days of the Pilgrims."

Picozzi, Raymond, ed. PLAYS TO ENJOY "Inside a Kid's Head". Literary Heritage Series. New York: Macmillan, 1967.
A radio script which takes a group of people on a guided tour through the busy brain of twelve-year-old Ritchie Price. This wonderful and amusing fantasy trip will command the interest of almost every student.

"The Little Strike That Grew to La Causa", TIME, Vol. 94 (July 4, 1969), pp. 16-21.
The table grape has not only become the symbol of the four-year-old strike of California's predominately Mexican-American farm workers, but has focused attention on the social discrimination and second-class citizenship of these people. Taking their clues from the blacks, the Mexican-Americans are now demanding their place in American society.

"A Long Day in a Frightful Life", TIME (March 7, 1969), p. 26.
A fictional account in the day of a fictional future citizen of a composite U.S. city, based on security measures already existing to fight crime.

Lowe, David. KU KLUX KLAN: THE INVISIBLE EMPIRE. New York: Norton, 1967.

This book is based on the Emmy-Award winning documentary, KU KLUX KLAN: THE INVISIBLE EMPIRE, written and produced by David Lowe for CBS Reports. In text and photographs it brings to the reader the bigotry, the venomous hatred, the motivation of the KKK members and the Government's attempt to uncover and curb the Klan's activities.

McNeil, Elton B., ed. THE NATURE OF HUMAN CONFLICT. Englewood Cliffs, New Jersey: Prentice Hall, 1965.

A noted psychologist, Elton B. McNeil, has collected a roster of the most imposing social science spokesman, and together they examine the contribution of each social science in comprehending how man has become his own worst enemy in the race for survival. Through the central theme of war and international relations, it is believed that a greater perception into the nature of man may be achieved.

National Education Association. UNFINISHED STORIES. Washington, D.C.: National Education Association of the United States, 1968.

These unfinished stories serve the dual purpose of focusing pupil's attention on ethical problems typical of those young people encounter and providing material which captures student's interest encouraging them to express themselves thoughtfully and forcefully.

Selby, Earl. "Detroit's Realistic Response to Riot". READER'S DIGEST, Vol. 93 (December, 1968), pp. 189-96. (Reprints available)

Torn by insurrection and violence, Detroit put its most responsible leaders--black and white--to work, to analyze and remedy the root cause. They focused their personal attention on the problems of the city's ghetto. This may set the pattern for our country's best hope for peace in the cities.

Smiley, Marjorie B., John J. Marcatante and Jacquiline Tilles. REBELS AND REGULARS. Macmillan Gateway English Series. New York: Macmillan, 1967.

Short stories about people who must decide whether to go along with the majority or to stand alone with the minority. Identification with the situations are easy for students because they have faced similar decisions and will continue to face them throughout life.

United States Department of Health, Education, and Welfare, PUBLIC HEALTH SERVICE PUBLICATIONS. Washington: 1969.

Short pamphlets with questions add answers on drugs.

#1827 Narcotics: Some Questions and Answers
1828 LSD: Some Questions and Answers
1829 Marijuana: Some Questions and Answers
1830 The Up and Down Drugs: Amphetamines and Barbiturates

United States National Advisory Commission on Civil Disorders. REPORT OF THE NATIONAL ADVISORY COMMISSION ON CIVIL DISORDERS. Paper. New York: Bantam Books, 1968.

This report of the Commission established July, 1967 by President Johnson to investigate the causes of civil unrest in that year discusses what happened, why it happened and what can be done to ameliorate social conditions so as to prevent a recurrence.

WHAT IS THE LAW FOR JUVENILES? Detroit, Michigan: Published as a Public Service of the Detroit News.

"The purpose of this booklet is to provide a better knowledge and understanding of the laws which affect young people and to emphasize the importance of law enforcement and civic responsibility. It has been edited by teenagers in cooperation with metropolitan Detroit law-enforcement officials, parents and teachers.

Westchester Citizens Committee of the National Council on Crime and Delinquency. YOU AND THE LAW. New York: National Council on Crime and Delinquency. (Reprinted as a Public Service for all Michigan Schools by Committee on Public Relations of the State Bar of Michigan)

Provides young people with a better knowledge and understanding of the laws which affect them. Emphasis is placed on the importance of law enforcement and civic responsibility.

FILMS

DOT AND THE LINE, THE. Wilmette, Illinois: Films Inc. 15 minutes. Color.

A humorous animated mathematical fable showing the importance of controlled behavior.

FORGOTTEN AMERICAN, THE. New York: Columbia Broadcasting System. (Distributed by Carousel Films, Inc., New York) Color. 25 minutes.

Documents the impoverished condition of the American Indians--their minimal food and housing, their inadequate educational facilities, their limited employment opportunities and continued exploitation by the white man. Explores the damaging loss of identity and self-respect.

HAT, THE. Sterling. Color. 20 minutes.

A subtle approach to the problem of lines which separate men. Artificial boundaries that separate people are ruthlessly studied for their implications. An international first-prize animated film.

I JUST DON'T DIG HIM. Chicago: International Film Bureau, Inc. 10 minutes.

Why do parents and teen-agers fail to communicate and why do teenagers so often relate to others rather than their parents? A conflict film open for discussion.

LSD - INSIGHT OR INSANITY. Los Angeles: Bailey Film Associates. 18 minutes.
Presents known facts and dangers of LSD.

MARIJUANA. Los Angeles: Bailey Film Associates. 27 minutes.
A disturbing and revealing study of marijuana and its effects on people.

OUR CROWDED ENVIRONMENT. Chicago: Encyclopedia Britannica Educational Corp., 1969. Color. 10 minutes.
Presents the problems of population growth and pollution by contrasting America of 1900 with America today. Also points out the problem of overpopulation and technological progress on a world-wide scale. Stresses the importance of ecological management.

POLICE AND THE COMMUNITY. Hollywood, California: Dibi-Dash Productions. Color. 24 minutes.
The first part of the film portrays the ways in which law enforcement and police procedures may be the cause of conflict among minoritieam juveniles and citizens.

POLITICS: THE HIGH COST OF CONVICTION. Chicago: International Film Bureau. Color. 5 minutes.
An open-ended film for discussion. An influential businessman is asked to endorse a candidate whose qualifications are outstanding. He refuses and gives his reasons. Are they valid?

QUESTION, THE. New York: McGraw-Hill. Color. 10 minutes.
An animated film. Through symbols the "Question" tries to find the meaning of life from a politician, a clergyman, a business man, a doctor and others. No one satisfies its question. A good film for class discussion.

STORY OF A POLICEMAN, THE. Los Angeles: Wolper Productions. B & W. 25 minutes.
Reveals how Police Chief Edward Allan strengthened the police force in Santa Ana, California, a city which prior to 1955 had one of the highest unsolved crime rates in the United States.

THINKING ABOUT DRINKING. Los Angeles: Higgins. 15 minutes.
Presents alcoholic content of various drinks, their effects on the human body, how the nervous systems and mental controls are changed and the dangers and hazards of drinking. A very simple and clear presentation.

UNFINISHED STORIES. Garden City, New York: Doubleday, 1968. Color. 6 minutes each.
Unfinished Story: What Will Carl Do?
What Will Kevin Do?
What Will Patty Do?
What Will Pete Do?
What Will Barbara Do?
What Will Ken Do?

"Avoiding both abstract theorizing and pat solutions, films of UNFINISHED STORY present the issues in the most effective way possible--in the form of realistic experiences familiar to every child. In each episode, averaging about six minutes in length, a thought-provoking problem is explored. Each film ends by throwing the ball to the youngster, asking, in effect, "What would you do in a case like that?" The conflict of self-interest versus ethical behavior makes the decision difficult because the right thing to do may be the unpopular thing to do, or it may get a friend in trouble."

WHERE WERE YOU DURING THE BATTLE OF THE BULGE, KID? Pasadena, California: The Independent Film Producers. 25 minutes.
Film title really unrelated to film content. Depicts classic struggle between adult world and youth and conflicting standards of value. Presents "generation gap" in a forceful manner.

FILMSTRIPS

BLACK RABBITS AND WHITE RABBITS: AN ALLEGORY. Pleasantville, N. Y.: Warren Schloat Productions, Inc. Color.
A thought-provoking allegory about two communities, one composed of black rabbits and the other of white rabbits. Both live separately and happily until the white rabbits decide to enslave the black. This filmstrip will prompt class discussion of such topics as the Golden Rule, the importance of skin color, native intelligence and cultural history to racial prejudice and alternatives available to the black and white communities in our country today.

EXPLORING MORAL VALUES. Pleasantville, N. Y.: Warren Schloat Productions, Inc. Color.
A series of 15 color filmstrips presenting 44 critical situations which demand decisive action. Each situation involves the student in learning about prejudice, honesty, authority and personal values.

THE KKK: OUR ANTI-SOCIAL KLUB. St. Paul, Minnesota: Life Educational Publications.
These filmstrips deal with the rise, spread, goals, atrocities perpetrated by the Klan and the Government's efforts to curb it's political influence and violent persecution of Catholics, Jews and Negroes.

MAN'S NATURAL ENVIRONMENT: CRISIS THROUGH ABUSE. Pleasantville, N. Y.: Guidance Associates. Color.
Part I examines the causes of pollution and its effect on man's environment, human and animal life. Part II points out efforts of educational institutions and private citizens in combating the problem of pollution.

RECORDINGS

THE MAN WITHOUT A COUNTRY. Edward Everett Hale. New York: Caedom Records, Inc.
Story read by Edward G. Robinson.

OKLAHOMA. Richard Rodgers and Oscar Hammerstein. Los Angeles: Capitol Records.
Songs from the sound track of the motion picture.

WEST SIDE STORY. Los Angeles: Columbia Records.
Songs from the original sound track of the motion picture.

WAYS OF MANKIND: THIRTEEN DRAMAS OF PEOPLES OF THE WORLD AND HOW THEY LIVE. National Association of Radio Broadcasters, University of Illinois. Urbana, Illinois.

From a series of radio broadcasts an album of seven, double-sided, LP recordings. The scripts are to be found in WAYS OF MANKIND, Goldschmidt, Editor. See Unit II Bibliography, page 82.

SIMULATION GAME

GENERATION GAP. Academic Games Associates. Published by Western Publishing Co. New York, 1969.

The game involves a teen-ager and a parent in five problems. Each game contains materials enough for six players (three teams). The materials are reuseable.

STUDENT BIBLIOGRAPHY FOR UNIT III

Is it possible to live without conflict? It is very unlikely. No living thing--plant, animal, or man--exists on earth without encountering some element of conflict. For plants and animals, conflict is mostly physical--a matter of survival. Plants may have to fight for nourishment and water in dry, impoverished soil, and only the most hardy plants survive. Animals will fight other animals for food and territory with which to sustain their physical needs.

Man, however, is much more complex. Of course, he too, comes in conflict with nature to survive and maintain his well being, as the study of evolution has shown, but today his greatest conflicts are primarily mental. First, man has conflicts within himself. He must make decisions-what friends are best for him, what to study, what career to choose, or whom to marry. Because he is a reasoning individual, he will have inner conflicts. If he cheats on an exam, can he maintain his self-respect? Will he hurt his parents because he is ashamed to introduce them to his friends? Can he honestly claim to be a conscientious objector to the war in order to avoid the draft?

Man is a social being and must have group associations. Here, more conflicts are faced. They will occur within groups. One or several members of a club or organization may oppose the actions of the rest of the membership because of disagreement on policies. Some solution must be found to keep the club intact. Whole groups oppose other groups because of differences in philosophies. Communistic principles for example, conflict with democratic principles and dangerous situations develop. As a result wars may erupt between the believers of either philosophy, or at best a state of cold war must be agreed upon.

These conflicts with which man must cope--with nature, with self, with his inner conscience, within groups, or with one group against another--are always present, and the individual must find a way to resolve them in a manner that will permit him to lead a satisfying life without hurting others.

This bibliography has been designed to provide a background for recognizing situations of conflict. It includes biographies, documentary prose, drama, and fiction which best illustrate the experiences of man as he tries to resolve his conflicts in a manner most appropriate to him.

NOTE: The first part of this bibliography contains annotations (short paragraphs providing information and descriptive notes about the books) in order that you may be aware of the different ways bibliographies may be compiled.

I. CONFLICT WITH SELF: INNER CONFLICT.

Anderson, Marian. MY LORD, WHAT A MORNING. Viking, 1956.
An autobiographical account of a Negress endowed with one of the most magnificent voices of this century. Describes her victory over adversity.

Bell, Margaret. RIDE OUT THE STORM. Morrow, 1951.
A young girl leaves Alaska and has to adjust her life to living in California. She is sent to a church school full of giggling girls and faces many adjustment problems, including a student with a grudge.

Bell, Margaret. WATCH FOR A TALL WHITE SAIL. Morrow, 1948.
Loneliness and danger characterize life on the Alaskan frontier in the 1880's. Florence spends the summer away from her parents while she cooks for her brothers at a fish saltery. Tragedy and loneliness coupled with hard work teach her about becoming a responsible person.

Benary-Isbert, Margot. THE ARK Harcourt, 1953.
A German family dislocated after World War II finds a new home and accepts life without bitterness and with great courage.

Benary-Isbert, Margot. ROWAN FARM. Harcourt, 1954.
Sequel to THE ARK.

Bonham, Frank. DURANGE STREET. Dutton, 1965.
A story of young gangs as told from the point of view of Rufus, a Negro boy who is on probation. In order not to violate his parole he must make difficult decisions.

Bonham, Frank. NITTY GRITTY. Dutton, 1968.
Charles Matthews lives in "Dogtown", but leaves home with his uncle in order to seek his fortune. His teachers feel he has great ability but Charles' parents feel a Negro should not reach for higher goals. Depicts a conflict in values.

Boulle, Pierre. BRIDGE OVER THE RIVER KWAI. Vanguard, 1954.
Colonel Nicholson is captured with his battalion by the Japanese and fights to continue building a railroad bridge in Siam. To aid the morale of his men he is aiding the enemy thus creating personal conflicts among his men. A distortion in values is shown.

Braithwaite, E. R. TO SIR, WITH LOVE. Prentice, 1968.
A Negro social worker forced to take a position in a ghetto school to support himself, indirectly fulfills himself both occupationally and spiritually through the rapport he establishes with the students.

Clapp, Patricia. CONSTANCE. Lothrop, 1968.
Apprehension about her new life follows Constance as she sails on the Mayflower into a new life. Understanding and maturity help her to grow up.

Clark, Mary S. THE IRON PEACOCK. Viking, 1966.
Intelligence and perseverance coupled with skill in housekeeping helped Joanna Sprague adjust when she was sold as a bond servant in America as a result of her father dying aboard ship in 1650. Placed in a strict Puritan home she became known as the "iron peacock".

Costain, Thomas. THE SILVER CHALICE. Doubleday, 1952.
Basil is a craftsman in silverwork. He is rescued from slavery in order to design a case which will hold the cup Jesus used at the Last Supper. He is pursued and persecuted as he dedicates himself to his task.

Crane, Stephen. THE RED BADGE OF COURAGE. Dodd, 1957.
Henry Fleming longed to be a war hero but lost the opportunity when his nerve snapped at the Battle of Chancellersville. How he overcomes his fear is depicted in this novel.

Daly, Maureen. SEVENTEENTH SUMMER. Dodd, 1943.
After going to an all girls' school, Angie's life changes when she meets and falls in love with a young boy. Her love becomes a vehicle for her maturity, when she recognizes the differences in their aspirations and character.

DuJardin, Rosamond. CLASS RING. Lippincott, 1951.
Tobey is seventeen and finds advantages and disadvantages in wearing a boy's ring.

DuJardin, Rosamond. DOUBLE DATE. Lippincott, 1951.
Pam and Penny are twins - Pam is vivacious and Penny learns to cast her own shadow as she makes a life of her own.

DuJardin, Rosamond. PRACTICALLY SEVENTEEN. Lippincott, 1949.
Tobey finds that her age can be a help, yet she faces complications in her feeling about her parents, sisters, and herself. How she solves the problems of being a teen-ager are explored.

Fritz, Jean. EARLY THUNDER. Coward, McCann, 1967.
Daniel has to make a crucial decision about his political loyalties - to be a Tory or a Rebel -- a decision which affects his entire life.

Gates, Doris. BLUE WILLOW. Viking, 1945.
A migrant girl finds security and comfort from a "blue willow" plate as her migrant family keeps moving about. Eventually the plate helps her restore a warm family relationship between its members.

B Gibson, Althea. I ALWAYS WANTED TO BE SOMEBODY. Harper, 1956.
Tennis champion Althea Gibson fought prejudice and a ghetto background to become a recognized tennis champion.

Gipson, Frederick B. OLD YELLER. Harper, 1956.
With the help of Old Yeller who is a big ugly hound-dog, Travis showed his family he could be the man of the house when his father was needed to go on a long cattle drive.

Graham, Lorenz. NORTH TOWN. Crowell, 1965.
B Graham, Shirley. THERE ONCE WAS A SLAVE. Massner, 1947.
Gray, Elizabeth. THE CHEERFUL HEART. Viking, 1959.
B Griffin, John W. BLACK LIKE ME. Signet, 1961.
B Gunther, John. DEATH BE NOT PROUD. Modern Library, 1949-1953.
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